DOCUMENT RESUME

ED 099 518 CE 002 596

TITLE	Abstracts of Exemplary Projects in Vocational Education.
INSTITUTION	Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
PUB DATE	Jun 73
NOTE	152p.
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	*Abstracts; *Career Awareness; *Career Education; Demonstration Projects; Educational Finance; Educational Programs; Elementary Education; *Federal Aid; Junior High Schools; *Program Descriptions; Secondary Education; *Vocational Education
IDENTIFIERS	*Vocational Education Amendments 1968

ABSTRACT

The purpose of the booklet is to provide overall background information on the Vocational Exemplary Projects, as well as an abstract of the activities being undertaken in each individual project. An opening section discusses the background for the initiation of projects under the provisions of Part D, Section 142 (C) of the Vocational Education Amendments of 1968. A trend is noted toward the development of a comprehensive educational program focused on careers, incorporating many components which have emerged from the experience gained in the nationwide network of Vocational Exemplary Projects. The major part of the document, 133 pages, consists of abstracts of individual projects in a standardized format, arranged in alphabetical order by the States in which the projects are located, with the District of Columbia and Puerto Rico at the end. Abstracts list the title of the project and project number, director, applicant organization, estimated total Federal funds, duration, and a description of the program divided into the categories of administrative structure, program design, program components (subdivided into occupational orientation, cooperative education, intensive job entry skill training, occupational guidance, counseling, and placement), and unique features. (Author/NH)

ED 099518

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABSTRACTS
OF
EXEMPLARY PROJECTS
IN
VOCATIONAL EDUCATION

****

Supported Under Section 142(c) of Part D
Of the Vocational Education Amendments of 1968
(Public Law 90-576)

****

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary
S.P. Marland, Jr., Assistant Secretary for Education

Office of Education
John Ottina, Commissioner of Education-designate

Bureau of Occupational and Adult Education
William F. Pierce, Deputy Commissioner

Center for Adult, Vocational, Technical, and Manpower Education
Robert M. Worthington, Associate Commissioner

Division of Vocational and Technical Education
Michael Russo, Acting Director

June 1973

CE 002596

BEST COPY AVAILABLE

Civil Rights Compliance

Discrimination Prohibited - Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

INTRODUCTION

Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576) provides funding for the U.S. Commissioner of Education to use in awarding direct grants or contracts to local school districts and other appropriate organizations for the conduct of exemplary projects in vocational education. The Section 142(c) funding first became available in fiscal year 1970. By June of 1971, the Vocational Exemplary Projects were underway across the country, with at least one such project in operation in each State, as well as in the District of Columbia and Puerto Rico.

The purpose of this booklet is to provide overall background information on the Vocational Exemplary Projects, as well as an abstract of the activities being undertaken in each individual project. Persons wishing more detailed information about a particular project should correspond with the project director concerned, whose name and address are listed at the beginning of each abstract.

This booklet has been prepared by staff members of the Program Development and Operations Branch of the Division of Vocational and Technical Education.

Michael Russo
Acting Director
Division of Vocational
and Technical Education

June 1973

TABLE OF CONTENTS

Page

Introduction -- i

Background -- 1

Abstracts of Individual Projects ------------------- 10

Alabama -- 11

Alaska --- 13

Arizona -- 15

Arkansas --- 17

California (0-361-0069)----------------------------- 19

California (V261006)-------------------------------- 21

California (V261007) ------------------------------- 23

Colorado --- 25

Connecticut -- 27

Delaware --- 29

Florida (0-361-0094)-------------------------------- 31

Florida (V261004) ---------------------------------- 33

Georgia -- 35

Hawaii --- 37

Idaho -- 39

Illinois (0-361-0157)------------------------------- 41

Illinois (V261002) --------------------------------- 43

Indiana -- 45

Iowa --- 47

Kansas --- 49

TABLE OF CONTENTS (continued)

Page

Kentucky --- 51

Louisiana --- 53

Maine --- 55

Maryland --- 57

Massachusetts (0-361-0068) --- 59

Massachusetts (V261011) --- 61

Michigan (0-361-0122) --- 63

Michigan (V261009) --- 65

Minnesota (0-361-0105) --- 67

Minnesota (1-361-0171) --- 69

Mississippi --- 71

Missouri --- 73

Montana --- 75

Nebraska --- 77

Nevada --- 79

New Hampshire (0-361-0052) --- 81

New Hampshire (V261037L) --- 83

New Jersey (0-361-0022) --- 85

New Jersey (V261003) --- 87

New Mexico --- 89

New York (0-361-0143) --- 91

New York (V261012) --- 93

North Carolina --- 95

TABLE OF CONTENTS (continued)

Page

North Dakota -- 97

Ohio -- 99

Oklahoma -- 101

Oregon -- 103

Pennsylvania -- 105

Rhode Island -- 107

South Carolina -- 109

South Dakota -- 111

Tennessee -- 113

Texas -- 115

Utah -- 117

Vermont -- 119

Virginia -- 121

Washington -- 123

West Virginia -- 125

Wisconsin -- 127

Wyoming -- 129

District of Columbia -- 131

Trust Territories -- 133

Puerto Rico (0-361-0164) -- 135

Puerto Rico (V261050L) -- 137

American Samoa -- 139

Guam (V161178) -- 141

Guam (V261058L) -- 143

Virgin Islands -- 144

BACKGROUND

Most of the Vocational Exemplary Projects which have been initiated under Part D, Section 142(c) of the Vocational Education Amendments of 1968 actually represent early attempts to structure operating models of what is now coming to be referred to as a K through 12 "career education system". The roots for such a system go back into many years of basic research on career development theory.

The need for moving career education from the theoretical stage into actual operating models was perceived by the nationwide Advisory Council on Vocational Education in 1967. In its final report, the Council included, as Legislative Recommendation No. 3, the recommendation that the U. S. Commissioner of Education be provided with funds and authority to initiate and support broadly-conceived, research-based exemplary programs which were to include the principal features of what is now coming to be called a K through 12 "career education program." The recommendation, which appears on pages 197 and 198 of Vocational Education; The Bridge Between Man and His Work: General Report of the Advisory Council on Vocational Education (ED-028-267), reads as follows:

> "It is recommended, That funds and permanent authority be provided for the Commissioner of Education to make grants or contracts to State boards and with approval of the State board to local educational agencies and to other public or nonprofit private agencies, organizations, or institutions for planning, development, and operation of exemplary and innovative programs of occupational preparation.
>
> The effectiveness of a number of new methods, techniques, and services has been verified in research and experimental studies. Indicators suggest their significant value in improving programs of occupational education. In order to ensure that all youth and adults especially those with disadvantages have adequate and appropriate opportunities to prepare for satisfactory employment, vocational education programs must incorporate such new designs and services as they become available.
>
> These exemplary programs of occupational education should include the following provisions which are not offered widely in existing vocational education programs:
>
>> Exploratory occupational education to provide practical and educational experiences essential to understanding the demands and complexities of our modern society and opportunities in the constantly changing world of work;
>>
>> Programs designed to acquaint students with employment opportunities and to teach skill and knowledge required in one or more industries or families of occupations

> certified by the U. S. Department of Labor as offering expanding opportunities for employment;
>
> Programs or projects to provide students with educational experience through part-time work which will assist in their maximum development and which will help link school and employment;
>
> Guidance and counseling to assure that all students' interests and capabilities are developed in relation to their career objectives and to ease the transition from school to work by assisting them in initial job placement;
>
> Improvement of curricula to stimulate broad-scale innovative changes to provide more realistic vocational education programs for youth and adults at all skill levels.
>
> This recommendation would provide resources for implementing the desirable results, methods, and new techniques resulting from research studies, demonstration, and experimental efforts.
>
> These new programs would enable educators, the public, and other concerned State and local officials to observe and evaluate, in a typical school setting within their own State, the practical application of improved program design and operation. Such new and innovative vocational education demonstration programs would serve to reduce the timelag in implementing the results of research."

Pursuant to the Advisory Council's recommendation, the Congress of the United States enacted Part D of the Vocational Education Amendments of 1968 (Public Law 90-576). Part D, under Section 142(c), provides funds for the U. S. Commissioner of Education to use in stimulating and supporting vocational exemplary projects which include such features as:

(a) familiarizing elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

(b) providing students with educational experiences through work;

(c) providing students with intensive occupational guidance and counseling during the last years of school;

(d) helping exiting students with initial job placement;

(e) broadening and improving vocational education curriculums.

In order to implement Part D, Section 142(c) of the Vocational Education Amendments of 1968, the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education issued Policy Paper No. AVL-V-70-1 on October 2, 1969. This Policy Paper invited interested school districts and other organizations throughout the country to submit proposals for conducting research-based vocational exemplary projects which would combine, in one operational setting, all of the following aspects:

1. Provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.
2. Provision for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.
3. Provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)
4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in post-secondary occupational training. Placement to be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)
5. Provision for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of Public Law 90-576. (Federal assistance under Part D cannot exceed three years.)

In response to this invitation, more than 175 proposals were prepared and submitted to the U. S. Office of Education. On the basis of a careful review and evaluation, the best proposal from each State and Territory was selected for support. These proposals were funded and resulted in the current Section 142(c) network of Vocational Exemplary Projects, at least one of which is in operation in each State and Territory of the nation.

Prior to the issuance of Policy Paper No. AVL-V-70-1, and as an input to the development of the Policy Paper, the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education sponsored a "National Conference on Exemplary Programs and Projects" in Atlanta, Georgia, in March 1969. A variety of important papers were presented during the conference. Over a period of time, the papers which seem to have emerged as the most significant are:

"Unifying an Entire System of Education Around a Career Development Theme," by Edwin L. Herr

"Elements of a Model for Promoting Career Development in Elementary and Junior High Schools," by Norman C. Gysbers

"Occupational Guidance, Counseling, and Job Placement for Junior High and Secondary School Youth," by Gene Bottoms and Kenneth B. Matheny

"Work-Experience Educational Programs for Secondary Youth," by George W. Burchill

"Strategies for Implementing Exemplary Programs and Projects in order to Make Maximum Change in The Educational Process," by Samuel A. Moore

All of these papers are recommended as useful background references on the design of Vocational Exemplary Projects. They are available on microfiche in the ERIC System. They are included as number VT-008-896 in the VT-ERIC microfiche set which has been assigned the number ED-045-856 and which is available from the ERIC Document Reproduction Service.

The outcomes of the 1969 "National Conference on Exemplary Programs and Projects" were consolidated and summarized in a booklet entitled: A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects in Vocational Education, by Gene Bottoms and Kenneth B. Matheny. The materials contained in pages 5 through 26 of this booklet are especially helpful in regard to the nature and design of Vocational Exemplary Projects. The booklet may be obtained on microfiche from the ERIC System. It has been assigned the number ED-040-301 and is available from the ERIC Document Reproduction Service.

Following the speech entitled "Career Education Now" (ED-048-480) which U. S. Commissioner of Education Sidney P. Marland, Jr. delivered to the Convention of the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971, the U. S. Office of Education has moved swiftly to structure a comprehensive model for an operational K through 12 "career education program" which can be implemented in the setting of a local school district. This model contains many components which have emerged from the experience gained in the nationwide network of Vocational Exemplary Projects.

State and local educators who have participated in designing and initiating the Vocational Exemplary Projects can justly consider themselves as pioneers in the attempt to move career education concepts from the theoretical stage into actual classroom operations. The resulting "career education program" which is beginning to emerge is a comprehensive educational program focused on careers, which begins in grade 1 or earlier and continues through the adult years. For elementary and secondary education, the program includes a structuring of basic subjects, grades 1-12, around the theme of career opportunities and requirements in the world of work. In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school, students may explore several specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. They are assisted in selecting an occupational area for further specialization at the senior high level. In senior high school, students pursue their selected occupational area, exercising one of three options--intensive job preparation for entry into the world of work immediately upon leaving high school, preparation for postsecondary occupational education, or preparation for 4-year college. (See Table I suggesting career development experiences for each grade level.)

Those senior high school students preparing for postsecondary occupational education or 4-year college entry continue to receive occupational cluster experiences, including work experience where possible, with the academic subject areas being related to the professional area for which they are preparing. Students engaging in specialized job preparation are also provided with basic academic skills essential for further education. Consequently every student leaves the system with at least entry-level job skills and with facility in basic academic subjects sufficient to enable entry into further education.

Career education not only provides job information and skill development but also helps students to develop attitudes about the personal, psychological, social, and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities against potential careers.

Finally, placement into a job or into further education is guaranteed for every student in an effective career education program.

Thus, comprehensive career education includes a sequentially-developed education program offering career orientation, exploration, and job preparation for all students. A major benefit is that students' performance in basic subjects should improve as the entire curriculum is made relevant and more meaningful by being focused and unified around the career development theme. Intensive guidance and counseling assist students in development of self-confident, mature personal attitudes; and guaranteed placement assures that the educational system will assume responsibility for the development of every student, meeting the need for accountability.

TABLE I

SUGGESTED CAREER EDUCATION EXPERIENCES GRADES 1-12

GRADES: 1 → 12				100% PLACEMENT	JOB
The phases of the program can be scheduled at grade levels compatible with the local grade structure.					
STUDENT DEVELOPS	SELF-AWARENESS AND	UNDERSTANDING OF HIS	INTERESTS AND ABILITIES		
STUDENT DEVELOPS	AND PRACTICES DECISION-	MAKING SKILLS			
STUDENT DEVELOPS	ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK				**NON-** BACCALAUREATE PROGRAM
OCCUPATIONAL AWARENESS: Student is informed about occupations through a series of clusters representing the entire world of work.	OCCUPATIONAL ORIENTATION AND EXPLORATION: Student **e**xplores several clusters of his choice.	OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION: Student selects one cluster to explore. Develops entry-level skill. May change cluster if desired.	SPECIALIZATION: Student specializes in one cluster. Takes prerequisites for further education and/or intensive skill training for job entry.		BACCALAUREATE PROGRAM

While none of the Vocational Exemplary Projects which are abstracted on the following pages represent a complete and fully articulated version of the emerging "career education program," most of them are trending strongly in that direction. Nearly all of them are bringing into operation multiple, inter-related components which will be essential features of a complete and fully functioning career education model. And they are doing this in a wide variety of local settings, ranging from North Dakota to Texas and from New Jersey to Oregon.

A perusal of these abstracts will indicate the many and differing approaches which are being attempted as the staffs of the Vocational Exemplary Projects wrestle with the practical problems of moving career education theories into "live" operational settings.

It should be noted that the funding levels shown on each abstract in this publication represent only the investment of Federally-administered Section 142(c) Part D funds. In most instances the impact of these funds is greatly multiplied by the investment in the same operational setting of job training funds under Part B, and cooperative education funds under Part G, both of which are administered by the State Board for Vocational Education under the State Plan. As one example of the multiplier effect of the investment of Federally-administered Part D funds, the following table indicates the actual fiscal year 1970 investment of Federal, State, and local dollars in the project entitled: "Career Centered Curriculum for Vocational Complexes in Mississippi," an abstract of which may be reviewed on page 71 of this publication.

Section 142(c) Federally-administered Part D funds	$107,761
Section 142(d) State-administered Part D funds	116,278
Section 122(a) State-administered Part B funds	88,560
Set-aside for Disadvantaged and handicapped	4,468
State-level matching funds	132,840
Section 172(a) State-administered Part G, Cooperative Education funds	13,295
State-level Minimum Foundation funds	137,360
Total for one year (FY 1970)	$600,562

This kind of packaging of funds from various sources into a sequentially-developed program of career education has been effecting a major impact on educational practice in a local school district, as well as serving as an effective demonstration site for the other school districts in the State.

REFERENCES:

Useful background references in regard to the Vocational Exemplary Projects are as follows:

1. Advisory Council on Vocational Education, Vocational Education; The Bridge Between Man and His Work: General Report. November 1968. (ED-028-267).

2. Georgia State College (Atlanta), "Papers Presented at the National Conference on Exemplary Programs and Projects." March 1969. (ED-045-856/VT-008-896).

3. Bottoms, Gene and Kenneth B. Matheny. A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects. September 1969. (ED-040-301).

4. ERIC Clearinghouse on Counseling and Personnel Services, "Orientation Approaches to Increase Student Awareness of Occupational Options." November 1969. (ED-033-255).

5. ERIC Clearinghouse on Vocational and Technical Education, "Work Experience for Broadening Occupational Offerings: A Selected Bibliography for Use in Program Development." November 1969. (ED-034-062).

6. ERIC Clearinghouse on Vocational and Technical Education, "Intensive Training for Job-Entry Skills: A Selected Bibliography for Use in Program Development." November 1969. (ED-034-061).

7. ERIC Clearinghouse on Counseling and Personnel Services, "Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement." November 1969. (ED-033-254).

8. Morgan, Robert L. An Approach to Evaluation: A Model for Evaluating the North Carolina Exemplary Program. July 1970. (ED-042-910).

9. Career Guidance, Counseling, and Placement, Proceedings of the National Conference on Guidance, Counseling, and Placement in Career Development and Educational/Occupational Decision Making. October 1969. (ED-041-143).

10. A Guide for Cooperative Vocational Education. September 1969. (ED-037-564).

11. Facilitating Career Development: An Annotated Bibliography. Springfield, Illinois: Division of Vocational and Technical Education, Illinois State Board of Vocational Education and Rehabilitation, July 1970. (ED-042-217)

12. Rhodes, James B. *Vocational Education and Guidance: A System for the Seventies*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

13. American Vocational Association. "Career Development: K-14" *American Vocational Journal*, December 1969, Volume 44, Number 9 (entire issue).

14. Smith, Howard. "Now It Pays To Talk About Tomorrow's Jobs". *Industrial Arts and Vocational Education Magazine*, February 1971, Volume 60 Number 2, pp. 20-22.

15. Dreves, Fred. "An Episode is Fun Learning." *Industrial Arts and Vocational Education Magazine*, February 1971, Volume 60, Number 2, pp. 24-26.

16. Bottoms, Gene and George L. O'Kelley. "Vocational Education as a Developmental Process." *American Vocational Journal*, March 1971, Volume 46, Number 3, pp. 21-24.

17. Tennyson, W. W. "Career Development: Who's Responsible?" *American Vocational Journal*, March 1971, Volume 46, Number 3, pp. 54-58.

18. Elliot, Ian. "Occupational Orientation Means Work for You." *Grade Teacher*, April 1971, Volume 88, Number 8, pp. 60-65.

19. Mississippi State University, Curriculum Coordinating Unit. *Occupational Orientation: An Introduction to the World of Work; Teacher's Handbook; Preliminary Draft*. August 1969. (ED-050-279).

20. Morgan, Robert L. *The Plan for Implementation of an Exemplary Occupational Education Program in a Rural Community*. 1970. (ED-050-296)

21. Bottoms, Gene. *Orientation to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas*. Raleigh, North Carolina: Center for Occupational Education, North Carolina State University; December 1970. (ED-057-966)

ABSTRACTS OF INDIVIDUAL PROJECTS

The abstracts which follow provide information about each individual project in a standardized format. The abstracts are arranged in alphabetical order by the States in which the projects are located, with the District of Columbia and Puerto Rico at the end.

STATE:	Alabama
TITLE OF PROJECT AND PROJECT NUMBER:	Comprehensive Occupational Education Program for the Elementary and Secondary School 0-361-0150
DIRECTOR:	Ben Garmon Director of Vocational Education Huntsville School System Post Office Box 128 Huntsville, Alabama 35804
APPLICANT ORGANIZATION:	Huntsville City Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$357,502
DURATION:	June 1970 through May 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The local director of vocational education in Huntsville will serve as program director and administer the program within the school system. He is assisted by a full-time project coordinator who will coordinate the program with principals of the elementary, junior high, and senior high schools and the vocational education center.

II. Program Design

This project will implement an integrated program of occupational information, guidance, and training extending from elementary to post-secondary school. It will involve four elementary schools, two junior high schools, one senior high school, the Huntsville Area Vocational Technical Center, and coordination with the Huntsville Model Cities Agency.

III. Program Components

A. Occupational Orientation -- Seventh grade students will participate in an occupational information and guidance program where they will investigate the tools, materials, and processes of a broad spectrum of occupational groupings. This will be supplemented by testing and counseling. Eighth grade students will also receive occupational information but will move into broadly based cluster programs and simulated work experience programs.

B. Cooperative Education -- Cooperative Education will be provided senior high students and potential dropouts as part of the intensive job-entry skill training program. Work experience will also be available for eighth grade students to explore and define occupational interests, rather than develop specific skills. A team plan will be utilized in which two students will be paired for the same job, each working on alternate days. Thus no student will have all of his out-of-school time taken up each day.

C. Intensive Job Entry Skill Training -- Students who are potential dropouts will receive intensive job-entry skill training and be encouraged to remain in school and enter a cooperative education program. Both intensive training and cooperative education will be available, also, for students who have not had prior skill training and wish to develop salable skills prior to graduation.

D. Occupational Guidance, Counseling, and Placement --

Extensive personnel services, including guidance, counseling and placement, will be provided for each school leaver. Academically or socioeconomically disadvantaged, handicapped, and dropout-prone students will be identified early in their school career and additional guidance and counseling services provided.

IV. Unique Features

A team plan for cooperative education whereby two students are paired for the same job. Each Student works on alternate days, thereby insuring some out-of-school free time for each participating student.

Model Cities Coordination.

STATE: Alaska

TITLE OF PROJECT AND PROJECT NUMBER:
Fairbanks North Star Borough School District
Orientation-Work-Study-Placement Program
V-161-177

DIRECTOR:
Mrs. Irene Cleworth
Fairbanks North Star Borough School District
Fairbanks, Alaska 99701

APPLICANT ORGANIZATION: Fairbanks North Star Borough School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $324,000

DURATION: June 1971 through June 1974

DESCRIPTION OR PROGRAM:

I. Administrative Structure

The project is under the supervision of the Board of Education and the Superintendent of the Fairbanks North Star Borough School District. The project director will work under the direction of and closely with the Director of Vocational and Adult Education for the District.

II. Program Design

This project will implement career awareness and orientation at the elementary, junior high, and senior high school levels; will promote and implement work experience and cooperative education programs; will provide specific entry level skill training for students about to leave the school system; and will utilize intensive occupational guidance and counseling during the last years of high school.

III. Program Components

A. Occupational Orientation -- Curriculum revisions necessary to implement career awareness and orientation from the elementary grades through high school will be made by teachers and administrative staffs. The teachers will identify existing curriculum and course content in order to evaluate elements which contribute to career orientation and awareness. Additional course content for career orientation will be identified, developed, and incorporated into the curriculum.

B. Cooperative Education -- A work experience coordinator will survey the students' vocational needs and the community's manpower needs. All students, whether "academically" or "vocationally" oriented will be encouraged to participate in this aspect of the program. The work experience coordinator and counselors will work to assist each student according to his individual needs.

C. Intensive Job Entry Skill Training -- Students who have not been in appropriate vocational programs will receive special counseling to place them in exemplary vocational programs designed to provide specific job-entry skills. The students will then be placed in appropriate jobs in cooperation with the work experience coordinator.

D. Occupational Guidance, Counseling, and Placement -- This project will provide intensive guidance and counseling during the last years of school and will provide for the initial placement of students after they leave school. A Career Education Extension Center will be established. The program at the Center will include educational experiences as offered in the traditional school, educational experiences in the community, and special small or large group instruction.

IV. Unique Features

A. The project establishes a Career Education Extension Center to facilitate guidance and counseling services.

B. Emphasis in the cooperative education component is placed on providing each student with work experiences suited to his individual needs.

STATE: Arizona

TITLE OF PROJECT AND PROJECT NUMBER: Tucson Model Cities Exemplary Vocational Education Program 0-361-0160

DIRECTOR:
Louis J. Bazzetta
Tucson Public Schools, District 1
Robert D. Morrow Education Center
Post Office Box 4040
Tucson, Arizona 85717

APPLICANT ORGANIZATION: Tucson Public School District No. 1

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $325,777

DURATION: June 1971 through June 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project will function administratively under the direction of the director/coordinator. The project will be under the general guidance of an advisory council comprised of: the project director/coordinator, the Director of Occupational Education, the Principal of Tucson High School, an administrator from Model Cities, the Pima County Vocational Coordinator, representatives from the University of Arizona Occupational and Training Laboratory, a representative of Pima College, an employer, a labor union representative, an elementary principal, a junior high principal and a resident of the model cities area.

II. Program Design

This project is designed to utilize elements present in vocational education in the Tucson area, initiate new ones and mold these into a smoothly functioning sequence which will serve the student from his elementary years through his secondary years. The project will encompass local and State education and manpower agencies and will involve the private sector in a cooperative effort, under the auspices of the Tucson Public Schools.

Emphasis will be placed on an extensive counseling and guidance program, hands-on experiences in vocational classes and actual cooperative work experience. The prime target is the dropout and potential dropout. The present program in vocational awareness, guidance, education and training will be modified and expanded at all levels. A concentrated effort will be directed toward developing mutual understanding in the subcultural areas. With the promotion of a healthy school and community attitude toward vocational education, more and more students will be looking to vocational education as a path for their future.

III. Program Components

A. Occupational Orientation -- Key elements at the elementary level are provisions for an orientation approach and some hands-on experiences to increase student awareness of occupational options. This program will show the worth and dignity of the world of work and will prepare youth to take an appropriate place therein. The use, dissemination and explanation of occupational information is a specific sub-objective with orientation to the world of work being integrated with the total curriculum.

B. Cooperative Education -- Under the direction of the cooperative teacher, the in-school and out-of-school student will be placed on the job with various employers in the community. This experience will be structured in two ways. The first approach will be to place students in permanent on-the-job, part-time employment. The second method will be to place the student in a series of different jobs in the community in order to further expose him to varied work situations. Students working in on-the-job training programs will be given related instruction as needed. This program, using a total approach to aiding the crisis oriented youth, can provide these youth with special services that are ordinarily not provided under usual school conditions.

C. Intensive Job Entry Skill Training -- A special crash program will be available for all seniors or out-of-school youth who do not have an entry-level skill for entering the labor force. This will be available through the established cooperative program and after-school program at Tucson High School. A student will be placed in the cooperative program at any time during the year and provided with work experience appropriate to his or her ability and competence. The crash program will also include a placement component with followup and evaluation of the student's work skills and his vocational needs.

D. Occupational Guidance, Counseling, and Placement -- Various types of counseling will be available to students. Under the direction of the vocational education cooperative teacher, the vocational evaluator, the high school counselor, the vocational community counselor, and the manpower information specialist, the participating students will be counseled as to their potential occupational objectives, the needed skills for attaining those objectives, and the possibility of placement. Placement services will be provided for all students at the secondary level. A placement coordinator will be hired to work with counselors, teachers, and the Arizona Employment Security personnel.

IV. Unique Features

A. Model Cities Coordination.

B. Subcultural emphasis.

C. Intensive work with crisis prone in-school and away-from-school youth.

STATE: Arkansas

TITLE OF PROJECT AND PROJECT NUMBER: Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools, Grades 5 through 12 0-361-0032

DIRECTOR:
Buel R. "Buddy" Lyle
Director of Exemplary Programs
State Department of Education
Little Rock, Arkansas 72201

APPLICANT ORGANIZATION: Arkansas State Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $387,503

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The State Commissioner has overall administrative control and the State Director and staff will maintain immediate control. The project director will assume management responsibility. The staff of the State vocational division and other agencies will provide advice and information as needed. Consultants, particularly a curriculum specialist and an evaluation specialist, will be hired for work in specialized areas. Local level administration involves the local school board, superintendent, cooperative education coordinators, teachers, and administrators. The cooperative coordinator and the counselor will have major responsibility for conduct of programs in local schools and for dissemination.

II. Program Design

Eight schools will be selected with priority to those in depressed areas; and each school will employ a counselor and a coordinator of cooperative education. Inservice training will be provided for personnel from participating schools and occupational guidance and counseling will become a part of the entire school environment.

The project initiates a comprehensive occupational education program for grades 5 through 12. Elementary and middle schools will supplement present courses with occupational orientation materials and information. The senior high program includes an interdisciplinary general cooperative program, a plan for providing guidance and counseling for all potential vocational students, intensive courses for seniors, and placement assistance.

III. Program Components

A. Occupational Orientation -- Materials will be adapted for each grade level, 5 through 12, during inservice workshops, and will be included as supplements to present courses for elementary students. An occupational orientation course for 9th graders and exploratory vocational courses of a more specific nature for 10th and 11th graders will be added.

B. Cooperative Education -- An interdisciplinary program aimed primarily at seniors has been designed for small schools.

C. Intensive Job Entry Skill Training -- A curriculum for intensive training will be developed and training will be scheduled in each school for students without prior vocational education.

D. Occupational Guidance, Counseling, and Placement -- Increased efforts will be made in this area including inservice training and workshops to orient staff to techniques and procedures, allotment of an hour a day to teachers as a daily period for counseling purposes, educational inserts into regular instructional programs, and coordination with employment services.

IV. Unique Features:

A. Integration of occupational orientation into mainstream of the educational system.

B. Schools are relatively small and are considered to be rural or suburban.

C. Program varies from school to school depending on the vocational needs of the students in that particular attendance area.

STATE:	California
TITLE OF PROJECT AND PROJECT NUMBER:	Community College Vocational Cooperative Education 0-361-0069
DIRECTOR:	Robert L. Bennett Assistant to the Chancellor 2040 Pioneer Court San Mateo, California 24402
APPLICANT ORGANIZATION:	San Mateo Junior College District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$575,944
DURATION:	August 1970 through July 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Two program directors (one for the North Section and one for the South) will be responsible for designing, staffing, carrying out research activities, publication of findings, and dissemination of material from the project. Twelve part-time coordinator-counselors will counsel students, supervise on-the-job experience, and coordinate work experience with college studies.

II. Program Design

The program will be conducted in five California community colleges with coordination being provided by the San Mateo College District. Occupational orientation will be provided through programs shown on the education television station (KCSM) serving the San Francisco Bay Region. Approximately 1,000 students will be enrolled in the cooperative program the first year. Three plans will provide regular work experience related to college studies and career goals: (1) Alternate semester arrangements allow two students to hold one full-time work station on a year-round basis. During each semester one student is in school while the other works full-time. (2) The parallel plan allows students to hold part-time jobs with appropriate community college class loads. (3) An evening college new careers plan makes special arrangements for students to study programs related to their career goals while being employed on a full-time basis. Employers cooperate in work assignments and supervision.

III. Program Components

A. Occupational Orientation -- Broad occupational orientation at the elementary and secondary school levels will be provided through coordinated instruction systems using television (KCSM) Channel 14, an open-channel educational television station. Special programs will be prepared using professional talent. Locally produced programs will be developed and repatterned to serve in career orientation for all levels.

B. Cooperative Education -- Students in 5 colleges will have the opportunity to enroll in cooperative programs in over 40 occupational areas.

C. Intensive Job Entry Skill Training -- Students not previously enrolled in vocational programs will have the opportunity through cooperative programs to receive job entry skill training through coordinated instruction systems and through direct experience in local business and industry.

D. Occupational Guidance, Counseling, and Placement -- Students enrolled in the cooperative education program will receive intensive occupational guidance and counseling before and during the period of training on the job. The California Department of Human Resources assists in the placement of students. Each college, as a part of accreditation requirements, provides graduates of vocational programs with placement services. Graduate placements often result directly from cooperative education work experience.

IV. Unique Features

A. Provides a substantial demonstration of procedures and effectiveness using the "laboratories of business and industry" which are coordinated with a community college.

B. Three plans -- alternate semester, parallel (half-day), and evening college related programs -- will be implemented to demonstrate the efficiency and effectiveness of three alternatives for community college vocational cooperative education.

C. Coordinated instruction using the resources of television, programmed instruction, computer-assisted instruction and automated slide-tape programs in conjunction with work experience will be demonstrated.

D. Cooperative education students will report on their work experiences in the community through the medium of television (KSCM) directly to elementary and secondary school students in their classrooms.

STATE: California

TITLE OF PROJECT AND PROJECT NUMBER: Career Education Model, Orange County Consortium; V261006

DIRECTOR:
Mr. Jack Sappington
Deputy Administrator
Orange Unified School District
370 N. Glassell
Orange, California 92666

APPLICANT ORGANIZATION: Orange Unified School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $487,658

DURATION: June 1972 through May 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Three school districts are participating in the project. Orange Unified School District, Santa Ana Unified School District, and Rancho-Santiago Community College District. The project director will be directly responsible to the assistant superintendents of secondary and elementary education, the vice president of instruction of the junior college district, and to the Dean of Adult Education. Working directly with the project administrator will be a project coordinator at each school district level who will be responsible for the coordination and administration of the project in that district. A steering committee composed of the project staff, representatives from all levels of the participating school districts, other appropriate outside specialists, parents, and students will work together with a lay advisory committee to formulate project policy and direction.

II. Program Design

The total curriculum, when reworked to provide career education, will feature individualized learning experiences in career education as a reinforcement to basic skills. This will initially involve curriculum revision and multi-media presentations. Resulting from the project will be an action-based model featuring career awareness, orientation, exploration and preparation that utilizes the cluster approach. The program will be articulated from Kindergarten through the community college level. In the process of development and implementation, 6 teams, each representative of teaching and administrative staff, will be used for curriculum, multi-media, career clusters, skill development, gaming simulation, and career guidance.

III. Program Components

A. Occupational Orientation -- A curriculum team will coordinate the development of instructional materials to infuse career education into the curriculum, including learning activities packets, programmed instruction, and gaming simulations. Individualized instructional techniques will be utilized.

B. Cooperative Education -- The current work experience program will be expanded to include students at an earlier age (grades 7-10) for purposes of exploration. An automated management system is being used that will assist in more rapid student assignment, placement, and followup in work experience programs. The present cooperative education program in the districts will be continued and expanded where possible.

C. Occupational Guidance, Counseling, and Placement -- A career guidance model will be designed and its implementation coordinated by the career guidance team. Career guidance centers will be further developed, and each will be supported by a career counselor. In addition, a mobile guidance center will provide services to elementary and junior high schools.

The present placement service at Santa Ana College will continue its services. A placement counselor and a placement aide will be located at each of the career guidance centers to place students in work situations.

IV. Unique Features

A. Use of cluster concept for curriculum development.

B. Mobile guidance van for grades K-8.

STATE: California

TITLE OF PROJECT AND PROJECT NUMBER: Ceres Unified School District Career Education Responsive to Every Student; A K-14 Operational Model in Career Education V261007

DIRECTOR: M. Robert Adkison
District Superintendent
Ceres Unified School District
P.O. Box 307
Ceres, California 95307

APPLICANT ORGANIZATION: Ceres Unified School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $493,912

DURATION: June 1972 through May 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project will function administratively under the direction of the project coordinator. The project will be under the general guidance of the superintendent of schools, and a board of trustees.

II. Program Design

The purpose of this project will be to provide an operational model for career education K-14. During the project period the objectives of the project will be carried out within the Ceres Unified School District (K-12) and in cooperation with Modesto Junior College (13-14). Ceres Unified School District is composed of one senior high school, a continuation high school, one junior high school, five elementary schools, a pre-school program and a school for deaf and hard-of-hearing children. The K-12 district services 4,200 students from a rural-town community of 12,000 population.

III. Program Components

A. Occupational Orientation -- There will be an introduction of a program in elementary schools designed to provide for the integration of occupational information with basic educational skills and the intensification of exposure to the range of occupations within the context of the level of maturity of the student. The introduction of a program in the junior high school will provide realistic exposure to the range of occupations in the community, State, and Nation, including up-to-date information as to knowledge, skill, and training requirements and benefits to be accrued from training. There will be "hands-on" experience in occupational laboratories, and on-site observation of work. The high school student will be provided "free access" to a wide array of activities within individualized learning activity units by the removal of course prerequisites and tracking. Students entering Modesto Jr. College from Ceres High School will have an increased knowledge and awareness of self-characteristics in choosing the type of postsecondary institution to enter and in making a choice of programs to pursue within the chosen institution.

B. Cooperative Education -- This project will provide a smooth transition of work experience job stations in Ceres High School to those at Modesto Junior College. In addition, a program in the high school will grant credit toward graduation for community service and credit toward graduation for licenses, certificates, awards and other evidences of occupational achievement earned outside the school program.

C. Intensive Job-Entry Skill Training -- Individualized job skill programs will enable students who do not plan to continue their formal schooling to acquire a single job entry level skill. The school will utilize existing vocational teachers, cooperative teachers, or specialized teachers. A counselor will coordinate and monitor the students' progress in such a program.

D. Occupational Guidance, Counseling, and Placement -- The intensification of career guidance in the total school system will provide for: (1) a guidance program which is focused on career guidance; (2) the intensification of individual counseling for students immediately prior to leaving school; (3) placement services to assist each student who leaves school or graduates, coordinated with other public and private placement services; (4) systematic, sequential counseling services for each student; (5) year-round career counseling and guidance services for all students; and (6) an advisory council of persons in the community (both lay and professional) to monitor guidance activities and to make recommendations for the continuing improvement of guidance services.

IV. Unique Features

Use of an outreach program for the purpose of returning early school leavers to either an appropriate learning situation or to part-time training and related employment.

Year-round career counseling and guidance services for all students.

Granting of students credit toward graduation for community service and for licenses, certificates, and awards earned outside the school program.

STATE: Colorado

TITLE OF PROJECT AND PROJECT NUMBER: Operation Bridge -- Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth 0-361-0120

DIRECTOR: Henry M. DePetro
Associate Director of Operation Bridge
Aims College
Box 69
Greeley, Colorado 80631

APPLICANT ORGANIZATION: Aims Junior College District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $332,056

DURATION: January 1971 through December 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director, Dean of Instruction at Aims College, will make policy and coordinate the project. The associate director will implement the program. An advisory committee and a school-manpower agency task force will assist in developing occupational programs. Aims College is an area vocational school and has made cooperative agreements with the surrounding high schools to provide and coordinate vocational education for high school students throughout the area.

II. Program Design

A comprehensive program for disadvantaged youth, this project will employ new approaches to recruitment, guidance, and counseling. Procedures include new courses, a series of workshops for elementary and secondary teachers and guidance counselors, utilization of prominent minority group members for referring potential and actual dropouts to Aims College vocational counseling staff, and immediate educational recycling.

Two thrusts are involved: increasing vocational education opportunities for the disadvantaged and providing broad occupational orientation for all elementary and secondary students. One school district has been selected as a demonstration district from which programs, materials, and methods will be expanded to the other districts, once they are tested and evaluated.

III. Program Components

A. Occupational Orientation -- A program will be established for elementary and secondary levels in one district and later expanded to the other districts served by Aims College. Program elements include use of a specialist in vocational guidance to assist elementary and secondary counselors; an exploratory course in occupational education for 9th grade students; and instructional materials for an occupational orientation unit to be incorporated into the social studies and language arts programs.

B. Cooperative Education -- The current program will be expanded so that students in participating school districts will have more opportunities for occupational training than currently exist.

C. Intensive Job Entry Skill Training -- For students who terminate secondary education prior to completing a full occupational training sequence, a number of courses are available on an evening-school basis. Students may also enter the postsecondary program regardless of past achievement or performance.

D. Occupational Guidance, Counseling, and Placement -- Counselors will be used who are themselves members of the disadvantaged group in the locality. Guidance and counseling will be provided for the whole family of a disadvantaged student if necessary and will be intensive and continuous throughout the program. Long-range followups will be made of students after they are employed, and counselors will provide advice and assistance any time after the student has left school. Placement services will be available for all students.

IV. Unique Features

An outreach program utilizing a referral network within the disadvantaged community.

Utilization of a reading and learning laboratory in providing individual learning programs.

Tutorial aides who are educationally qualified and are, themselves, members of a disadvantaged group.

Counseling techniques which include and involve the Mexican-American family unit.

STATE: Connecticut

TITLE OF PROJECT AND PROJECT NUMBER: Career Education
0-361-0061

DIRECTOR: Joseph Bonitatebus, Director
Bridgeport Board of Education
45 Lyon Terrace
Bridgeport, Connecticut 06604

APPLICANT ORGANIZATION: Bridgeport Board of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $340,648

DURATION: October 1970 through September 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director reports to the district superintendent of schools and/or to district assistant superintendents in charge of secondary education. The project director also relates directly to elementary, middle school, and secondary principals. A guidance specialist, certified and experienced with particular ability in areas of occupational information and individual appraisal, will assist in the coordination of the project.

II. Program Design

This is a "mainstream" instructional program complementing and being complemented by the regular instructional programs. Specific program goals are established for occupational information and orientation at the elementary level, orientation and exploration at the middle school level, exploration at the senior high level and upgrading and retraining at the postsecondary (continuing education) level. The career education program will be arranged on a career ladder style, and the hierarchy of training permits students to "spin off" at any level with marketable skills.

III. Program Components

A. Occupational Orientation -- Observation and exploration of the various aspects of commerce and industry will provide middle school students with an introduction to occupations in a laboratory course which utilizes industrial arts and home economics laboratories for pre-vocational learning experiences. At grades 9 and 10, a more sophisticated pre-vocational program will expose youngsters to the full range of occupational choices that eventually will be theirs. Emphasis will be placed on career and "real life" goals.

B. Cooperative Education -- In addition to on-going cooperative and work experience programs in distributive education and diversified occupations, provision will be made for students on a release-time basis to become engaged in vestibule training programs in industry.

C. Intensive Job Entry Skill Training -- Specific career education labs will be confined to grades 11 and 12; however, readily identifiable potential dropouts will be admitted to skill-centered training programs irrespective of grade level. The hierarchy of training will permit "spin off" at any level with marketable skills.

D. Occupational Guidance, Counseling and Placement -- The occupational guidance and counseling activities will be strengthened by the addition of a guidance specialist and three additional counselors. Placement services are to be developed as an integral facet of a total, sequential guidance and counseling service and will serve exploratory part-time job experience needs, dropouts' needs, and graduates' needs for a "next step" learning or work situation.

IV. Unique Features

A. Utilization of a career ladder concept in skill training with a hierarchy of learning experience that permits students to "spin off" at any level with marketable skills.

B. Utilization of industrial arts and home economics labs for exploratory and pre-vocational learning experiences.

STATE: Delaware

TITLE OF PROJECT AND PROJECT NUMBER: An Occupational-Vocational Education Model for the State of Delaware
0-361-0013

DIRECTOR: Joseph L. English, Director
Occupational-Vocational Education
Project Office
Milford School District
906 Lakeview Avenue
Milford, Delaware 19963

APPLICANT ORGANIZATION: State Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $307,767

DURATION: October 1970 through September 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will have the official title of Director of Occupational-Vocational Education and will report to the two District superintendents. Fiscal record-keeping will be the direct responsibility of the cooperating school district. The project director will employ a job placement coordinator and a curriculum coordinator.

II. Program Design

The project will establish an occupational-vocational model (K-12) through the cooperative effort of one county vocational-technical school and one school district. A comprehensive educational experience is envisioned which will produce a well-rounded individual.

III. Program Components

A. Occupational Orientation -- Career information and integrated curriculum packages will be developed and implemented in selected classrooms. An orientation program for developing career awareness of all teachers in the cooperating districts will be conducted at the county vocational school, and summer workshops will be provided for selected teachers.

B. Cooperative Education -- A diversified occupations program housed in an "Occupations Mall" will include the following seven basic occupations: food services, hospitality, nursery and landscape, handyman service, service station, general contracting, and general factory employment. Vocational business education, agri-business, and distributive education programs will be continued. The program will relate the practical applications of academic subjects to the world of work and will attempt to enhance self-image and social attitudes.

C. Intensive Job Entry Skill Training -- Program areas will be determined by a survey of third and fourth year high school students. Specific courses will be offered on an extended day basis at the Kent Vocational Center and at the "Occupations Mall". Transportation to and from the Centers will be provided.

D. Occupational Guidance, Counseling, and Placement -- A curriculum council will monitor the development of curricula at the elementary and junior high levels to insure relevance to the world of work. Seminars will be held for the purpose of insuring that guidance counselors are grounded in vocational psychology, career development, and the psychology of the disadvantaged. Guidance personnel at the high school level will be doubled and a full-time job placement coordinator added to the staff. A job placement and counseling program will be developed to serve vocational and other school graduates.

IV. Unique Features:

A. An "Occupations Mall", containing a restaurant, a motel, a flower shop, a greenhouse, a "Mr. Fix-it" shop and a full service station is scheduled for completion by April of 1972. It will house the diversified occupations program and will be utilized for observation and exploration activities in grades K through 12.

B. The incorporation of career theory into a systematic effort designed to make truly comprehensive education available to students in Delaware.

STATE: Florida

TITLE OF PROJECT AND PROJECT NUMBER:
An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers
0-361-0094

DIRECTOR:
Kenneth M. Eaddy
Administrator, Vocational Research and Evaluation
Room 254, Knott Building
Tallahassee, Florida 32304

APPLICANT ORGANIZATION: Florida State Department of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $116,318

DURATION: June 1970 through June 1971

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project coordinator's office at the State Department will be the central agency for correspondence with Federal and commercial agencies and organizations. Each participating school district will have a project director who will coordinate the functional elements at the county school district level and report to the State-level coordinator. Personnel in the local district programs include teachers, reading specialists, curriculum specialists, social workers, and coordinators.

II. Program Design

The program is centered on the disadvantaged or handicapped student, age 13 to 18, who is a potential dropout or who will not otherwise learn needed information about the world of work. In each participating county, a separate educational center will be established to provide an occupationally-oriented curriculum, related academic skills, intensive vocational guidance and counseling, and a social motivation program for disadvantaged youths. The program is coordinated with the Model Cities program in three of the four areas selected. Intensive community involvement and individualized instruction are major emphases of the program.

Florida

III. Program Components

A. Occupational Orientation -- Students drawn from middle school levels will be rotated through several occupational areas, including laboratory experiences; will go on field trips; and will have meetings with representatives from local industry and business, including management and labor. Schools will provide occupational orientation in regular programs, involving many middle and elementary schools.

B. Cooperative Education -- The coordinator will locate positions in a wide variety of areas; so students can rotate in on-the-job training. Counselors will work closely with each student. A local advisory committee, local businessmen's and social clubs, and government organizations will assist in program development and administration.

C. Intensive Job Entry Skill Training -- Students will be eligible who are on the verge of withdrawing from schools. Individualized self-pacing packages; on-the-job training, and placement efforts will help the student to find the best job possible.

D. Occupational Guidance, Counseling, and Placement -- An occupational specialist is provided for each 50 students; a social worker also works with the students. Both are available around-the-clock for consultation and may help the students with home or juvenile court problems.

E. Other -- Teacher training efforts in this area are considered basic to the success of the program. Workshops and inservice training will help teachers to work with disadvantaged students using instruction that is individually prescribed to meet each student's needs.

IV. Unique Features

A. Around-the-clock counseling services to include advocate counseling for participating students.

B. Individually prescribed, self-pacing learning packages developed by a team including a vocational teacher and a basic learning skills teacher.

C. Non-graded vocational skill training.

STATE: Florida

TITLE OF PROJECT AND PROJECT NUMBER: A Comprehensive Vocational Education Program for Career Development in Grades K-12 V261004

DIRECTOR:
Dr. Kenneth M. Eaddy, Administrator
Vocational Research and Evaluation
Division of Vocational Education
Department of Education
Tallahassee, Florida 32304

APPLICANT ORGANIZATION:
Division of Vocational Education
Department of Education
Tallahassee, Florida 32304

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $544,433

DURATION: September 1971 through September 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

This project, located in Orlando (Orange County) will have a local director to coordinate project activities. The project director at the State Department will serve as liaison with Federal, State, and local personnel.

II. Program Design

A K-12 program will be developed around the career education theme which fuses programs and practices of vocational education with the academic curriculum, guidance programs, and community resources. School experiences directed toward career education will be informational at the elementary level, exploratory at the junior high school level, and exploratory and preparational at the senior high level. The curriculum will allow free movement between the academic and vocational aspects of education according to the student's needs, interests, readiness, and motivation.

III. Program Components

A. Occupational Orientation -- Students in grades K-6 will be provided group experiences based on recognized work roles of home, school, community, state, and nation. The experiences will be integrated with the ongoing elementary school program.

B. Exploratory Component -- In the junior high school grades, clusters of occupations will be classified according to the 15 occupational clusters developed by the U. S. Office of Education. Participation in a broad exploratory program in grades 7-8 will permit students in grade 9 to explore a selected occupational area in depth.

C. Work Experience Component -- Work experience and other cooperative arrangements with community, government, and other public and private organizations will provide junior high school youth an opportunity to acquire directed experience in the world-of-work.

D. Skill Training Component -- Vocational instruction at the senior high school level will be designed to prepare the student to enter a job, to continue study of clusters of occupations, or to enter post-secondary vocational programs.

E. Occupational Guidance, Counseling, and Placement -- Vocational guidance and counseling will be provided throughout the entire K-12 structure. Information about available job opportunities will be developed and evaluated by teachers and counselors of junior and senior high school students. A placement and followup service will be provided for all senior high school students so that studies may be made of placement into continuing education programs or employment.

IV. Unique Features

A. A computerized vocational information system will be used to make needed information available to students through intensive guidance and counseling.

B. Flexible scheduling will enable students to enter classes based upon their needs for assistance and supervision by teachers and other specialists working in the project.

STATE:	Georgia
TITLE OF PROJECT AND PROJECT NUMBER:	A Developmental Program of Occupational Education 0-361-0063
DIRECTOR:	Joel R. Smith Project Director Post Office Drawer "R" Marietta, Georgia 30060
APPLICANT ORGANIZATION:	Cobb County Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$372,869
DURATION:	June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project is a joint endeavor of the Cobb County Schools and the Georgia Department of Education. Operating details will be proposed and supervised by a steering committee composed of members of both agencies. Program elements will be planned and created by a program development committee composed of appropriate personnel from those schools to be involved in the project. The program will employ a project director, two career development specialists, a human services instructor, and various consultants as needed.

II. Program Design

The project will implement a developmental program of occupational education in a cluster of schools within the Cobb County School System. The approach will be to fuse the more promising programs and practices of vocational education with the broader school system within the elementary, middle, and secondary schools to enable the system to achieve its objective of education to all its students in developing work skills that are suited to an area of rapid growth in population, industry and technology. It will place special emphasis on those who are culturally, economically or otherwise handicapped or disadvantaged.

III. Program Components

A. Occupational Orientation -- Development and implementation in grades K through 6 of a curriculum which fuses career development and existing curriculum. Development and implementation at the middle school level of programs in career exploration and pre-vocational orientation. All occupational orientation activities will utilize community resources.

B. Cooperative Education -- Provision of an across-the-board work experience program centering on observation at the lower grade levels and becoming more concrete at the higher levels to the point of on-the-job work experience at the upper level.

C. Intensive Job Entry Skill Training -- Provides for summer programs of intensive training, for quarterly enrollment in ongoing vocational programs to permit entry and exit at any quarter, senior year intensified training in cooperation with the Marietta-Cobb Area Vocational-Technical School, intensified cooperative training to permit varying amounts of time in cooperative training as entry-level skills require, and combinations of the above plans.

D. Occupational Guidance, Counseling, and Placement -- Direct and indirect assistance will be provided students in the career development process. A job placement program will place the responsibility on the school to help each student make the transition from school to work. Early placement will be provided into the postsecondary area vocational-technical school during the senior year for high school youth who have participated in the cluster program.

E. Other -- Modified differentiated staffing and implementation of vocational training in occupational clusters with cored academic subject matter.

IV. Unique Features

Implementation of revised industrial arts curriculum for career development activities.

Pre-vocational programs in human services and in business and distribution.

STATE:	Hawaii
TITLE OF PROJECT AND PROJECT NUMBER:	Occupational Information and Guidance Service Center 0-361-0146
DIRECTOR:	Kenneth Yoon Occupational Information and Guidance Service Center State Department of Education 1150 S. King Street, Suite 304 Honolulu, Hawaii 96814
APPLICANT ORGANIZATION:	Hawaii State Community College System
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$216,477
DURATION:	June 1970 through August 1972

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Center will be staffed with a Project Director and Associate Director. Work experience coordinators and instructors will be employed during the summer. Consultants will be used approximately fifteen days in the summer.

II. Program Design

Funds will be used to establish an Occupational Information and Guidance Service Center that will function on a Statewide basis. The center will bring job opportunities and occupational training opportunities to the attention of school-age youths. A resource manual on occupational information will be developed and distributed to school guidance counselors and agencies. Occupational guidance workshops will be conducted to improve the services for youth employment. Summer training programs will be conducted in demonstration centers to acquaint young people (14-21) with the range of occupations.

III. Program Components

A. Occupational Orientation -- A resource manual will be developed by the center and made available to guidance counselors and interested agencies. The manual will include field trip planning information, names of persons who will speak to student groups, and related job information and training opportunities.

B. Cooperative Education -- The center will conduct a concentrated cooperative work experience training program for intermediate and high school age youth during the summer months.

C. Intensive Job Entry Skill Training -- A concentrated training program will be conducted in the summer to give salable skills to terminal students with no previous training. At the end of summer the participants will have sufficient skills to enter the job market.

D. Occupational Guidance, Counseling, and Placement -- The center will establish occupational guidance workshops for counselors to inform them of new techniques, especially in determining aptitudes and interests and teach them how to utilize resource materials. The Department of Labor Employment Services will assist in the placement of the students completing the intensive occupational training program.

IV. Unique Features

A. Model Cities Coordination

B. Utilization of an Occupational Information and Guidance Service Center for the compilation and dissemination of information about jobs, careers and training opportunities as well as for the dissemination of research and other educational resource materials. This will provide services to students from two Model Cities areas.

STATE: Idaho

TITLE OF PROJECT AND PROJECT NUMBER: Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attitudes V-161-176

DIRECTOR:
Floyd W. Merrill
Canyon School District No. 139
Route 4, Box 56J
Caldwell, Idaho 83605

APPLICANT ORGANIZATION: Canyon School District Number 139

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $362,500

DURATION: June 1971 through June 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The exemplary program will be administered by the Superintendent of Canyon School District 139 under the general direction of a seven member Board of Trustees whose members are selected from each of the participating school districts. The project director is responsible for the project and reports to the superintendent. School principals will function in an assisting capacity and as members of the advisory committee.

II. Program Design

The project will be conducted as an integral part of a comprehensive area vocational education program which encompasses seven communities in southwest Idaho. It will concentrate on a career development approach for all students, including the disadvantaged, will begin in the elementary grades, extend through high school, and terminate with job placement and followup services.

III. Program Components

A. Occupational Orientation -- Occupational orientation will be integrated into the social studies curriculum in grades 1 to 6 by adapting the "Kimberly Plan", a small school guidance program initially developed by the Northwest Regional Educational Laboratory, to the needs of local students.

B. Cooperative Education -- A cooperative education program will be established to enhance and enrich regular vocational offerings and to make available training not being offered in the schools or which can be better provided in a cooperative work-study setting.

C. Intensive Job Entry Skill Training -- Short intensive occupational training courses will be provided for students who are about to leave school, who have left school, or who could profit from such an instructional program. Training will be specific to particular occupations for which employment opportunities exist.

D. Occupational Guidance, Counseling, and Placement -- The guidance counselor in each school will establish a placement service to assist students to find additional occupational training. The General Aptitude Test Battery will be administered to seniors to assist in proper placement in jobs or job training situations. A six-month, one-year, and five-year followup study will be made by each school on a continuing basis.

IV. Unique Features

Participation by seven rural school districts.

STATE:	Illinois
TITLE OF PROJECT AND PROJECT NUMBER:	Bridging the Gap Between High School and the World of Work 0-361-0157
DIRECTOR: (Acting)	Joseph J. Dixon Assistant Superintendent Department of Vocational and Practical Arts Education Chicago Board of Education 228 LaSalle Street Chicago, Illinois 60601
APPLICANT ORGANIZATION:	Chicago Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$455,983
DURATION:	June 1971 through June 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project Director will be located in DuSable High School and will report to the principal. The Associate Director will be located in the Office of the District Superintendent of Schools and will coordinate the project by relating the occupational orientation at the elementary and junior high levels to the program components in the senior high school.

II. Program Design

Career orientation information will be furnished to students in grades K through 8 in the target area. Job-entry skill training will be provided for approximately 150 students in DuSable High School before graduation or leaving school. Potential dropouts will be eligible as well as seniors. Approximately six areas of study, in which there is a strong demand for workers, will be offered. Students who have developed marketable skills by mid-year will be placed in jobs and will continue school on a cooperative basis with the teacher serving as liaison between the employer and school.

III. Program Components

A. Occupational Orientation -- Materials will be furnished to students in grades K to 8 in the five schools which feed into DuSable High School. These materials will give students career information and enable them to make valid vocational education choices upon entering high school. The procedure will be a group guidance approach, which will be expanded from present programs for grades 7 and 8 to the primary and intermediate levels.

B. Cooperative Education -- Cooperative programs are presently offered for seniors in merchandising and office skills. Students participating in this component will be placed in work situations on a cooperative basis as soon as they have marketable skills.

C. Intensive Job Entry Skill Training -- The major thrust of this component is to insure that more students in DuSable High School are given the opportunity to develop employable skills before graduation. The project will offer a complete vocational program to senior students who have never taken an occupationally oriented course. Programs will be offered in six areas of study in which there is a strong demand for workers. Students in all grades may request to enter the program, but preference will be given to seniors.

D. Occupational Guidance, Counseling, and Placement -- Teachers participating in the project will devote two class periods daily to the development of attitudes and career information; three class periods will be available for counseling and remedial work. One counselor will serve the students participating in the project. He will also disseminate vocational information to the entire student body at DuSable through group guidance for various grade levels, the use of outside speakers (particularly successful former students), and the establishment of a reference library. Responsibility for placement will be assumed by the Chicago Board of Education. An extensive followup system will be initiated to assist in the evaluation and revision of the programs.

IV. Unique Features

A. Will offer vocational courses to senior students and others who were never previously enrolled in occupationally oriented courses.

B. Coordination with Model Cities Agency.

C. Related instruction in employability skills such as grooming, human relations, communications skills, good manners, and job information.

STATE:	Illinois
TITLE OF PROJECT AND PROJECT NUMBER:	Comprehensive Career Planning System V261002
DIRECTOR:	Dr. Ralph Bowermaster Assistant Superintendent Rockford Board of Education 201 South Madison Street Rockford, Illinois 61101
APPLICANT ORGANIZATION:	Rockford Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$361,500
DURATION:	March 1972 through February 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will report to the Superintendent. The Career Education Coordinator, the Career Education Advisory Committees, and the Director of Data Processing will be directly responsible to the Project Director. The Career Education Coordinator will coordinate project activities with school administrators, principals, the Area Vocational Center, the guidance staff, and the community college.

II. Program Design

The Comprehensive Career Planning System will enhance the overall vocational guidance program of the school district. This will be accomplished by involving career planning curriculum at the elementary level, personality and interest area exploration at the middle school, and the utilization of a comprehensive career planning resource retrieval program at the high school level.

III. Program Components

A. Occupational Orientation -- Occupational orientation will be achieved in the elementary grades by integrating regular curriculum programs with those revolving around vocational exploration. Various occupations will be studied in depth to determine their relationship with reading, writing, arithmetic skills and general knowledge which comprise the K-6 curriculum. Existing state programs such as the "ABLE Model Program" will also be used.

B. Career Exploration -- Middle school students, with the assistance of a computer, will explore occupations which are categorized by different personality interest groups. An attempt will be made to determine the general categories in which the students may have an interest. Occupations in the determined categories will be explored so that the students may have a greater insight concerning the skills required for these various occupations. The final phase of the middle school program will be to analyze the curriculum requirements at the high school level which best suit the interest areas selected by the students.

C. Computerized Vocational Information System -- In order to develop a sequential vocational exploration capability, the Computerized Vocational Information System will be implemented from the seventh grade through the twelfth grade. The high school phase will utilize an extensive career resource file. As a portion of the career resource data, local job opportunities and listings of technical colleges, apprenticeship programs, and four-year colleges and universities will be continually updated. This career planning resource data will provide the opportunity for the guidance counselor and the student to develop specific career goals and an educational program to attain them.

IV. Unique Features

A. The elementary career orientation component will utilize existing state career development programs.

B. The Computerized Vocational Information System will be used for students in grades 7 through 12.

STATE: Indiana

TITLE OF PROJECT AND PROJECT NUMBER: Comprehensive Vocational Guidance Program for Model Cities 1-361-0165

DIRECTOR:
Raymond Winegard
Service Center, Room 206
901 Carrollton Avenue
Indianapolis, Indiana 46204

APPLICANT ORGANIZATION: Indianapolis Public Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $377,000

DURATION: January 1971 through January 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Overall administrative responsibility will rest with the Superintendent of Schools for Indianapolis. Direct supervision will be the responsibility of the project director, who will be under the Supervisor of Vocational Education. The Supervisor of Guidance will work closely with the latter. Consultants, high school counselors, and vocational teachers will be assigned to the project and will answer to the project director.

II. Program Design

The project is basically a vocational guidance program coordinated with instructional and work experience activities aimed at the youths in the Model Cities area, both in school and out of school. Strong emphasis is placed on developing in students a general understanding of the world of work prior to high school enrollment. Occupational orientation will be offered during the summer as well as in the regular school year. A coordinator will assist pupils' transition between junior and senior high school. High school students will have a vocational counselor available and can be placed in the Occupational Preparation Program (intensive training) if dissatisfied with regular programs. Twenty recruiters in the Model Cities Projects will monitor the out-of-school phase of the project in which unemployed dropouts will be referred to the counselors in the Adult Evening Division.

Inservice training will be provided to guidance counselors to enable them to provide vocational guidance. One counselor will visit local business and industrial firms in a summer visitation program and will train other counselors in what he has learned. The guidance consultants will be utilized for inservice meetings also. The project will serve 17 public elementary schools, two parochial schools, and one high school. Services will be extended to students who appear to be potential dropouts but who do not reside in the Model Cities area.

III. Program Components

A. Occupational Orientation -- A basic elementary (K-6) guidance program will be expanded to expose pupils to experiences building a strong self-image and understanding of the value of education and vocational experiences. Each pupil in the 7th and 8th grades will be assigned a 40-minute guidance period each week. Since enough trained teachers are not available, the vocational consultants will provide course outlines, information, guest speakers, field trips to industry, and visual aids to the teachers and will make presentations to the class. When possible, vocational information will be provided in regular classes. A special effort will be made to present vocational information to special remedial classes, including those for handicapped students. During the summer of each year, about 150 students who will enter 8th grade in the fall will be enrolled in summer school exploratory programs. Ninth graders will be enrolled in a special orientation class providing information about educational and vocational opportunities.

B. Cooperative Education -- Cooperative education opportunities will be provided in conjunction with the short-term training in job-entry skills. A close liaison will be maintained between the employer and the school during training and for a period of time sufficient to assure adjustment to employment.

C. Intensive Job Entry Skill Training -- The Occupational Preparation Program will provide short-term job-entry training for potential dropouts who have indicated intention to leave school.

D. Occupational Guidance, Counseling, and Placement -- Counselors will be available to counsel individual pupils, including special education students, at all levels--elementary through senior high. The junior high coordinator will facilitate transition from 8th to 9th grades. The 7th and 8th grade students will have a 40-minute guidance period, as indicated above. The vocational guidance counselor will place all students in the Occupational Preparation Program. The placement officer already in existence will assume responsibility for graduates and for dropouts who do not participate in the Occupational Preparation Program.

IV. Unique Features

A. Utilization of a trained counselor to coordinate students' transition between junior and senior high school.

B. Model Cities recruiters will identify unemployed dropouts who will be offered educational and vocational counseling.

C. A summer school occupational exploration program for incoming 8th grade students.

STATE: Iowa

TITLE OF PROJECT AND PROJECT NUMBER: Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students
0-361-0070

DIRECTOR: Earl E. Winters
Director, Guidance and Vocational Education
Pottawattamie County School System
Route 1
Council Bluffs, Iowa 51501

APPLICANT ORGANIZATION: Pottawattamie County Board of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $343,292

DURATION: October 1970 through September 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Administrative responsibility for the project will be jointly shared by the Iowa Western Community College and the Pottawattamie County School System. The project director will report to the superintendent of the Pottawattamie schools. He will employ a part-time co-director, a vocational education and counseling coordinator, a placement coordinator, elementary school counselors, and counseling interns.

II. Program Design

A "pyramid" within a single school system, including an elementary-junior high, senior high and a post-secondary school, will provide a meaningful model of career development activities. From this demonstration of the project design, the concepts can be spread over the wide geographic area of Southwest Iowa.

III. Program Components

A. Occupational Orientation -- An area media center will house a central file of career information, including printed materials, film strips, films, reference materials and other forms of career information. Project personnel will assist in the collection, distribution, and presentation of these resources. Students will be provided field trips for exploratory purposes, speakers, and guidance units relating to the world of work.

B. Cooperative Education -- Students in the demonstration model will have access to cooperative education programs in trade and industrial occupations, office occupations, and distributive occupations. Project personnel will assist in the expansion of present cooperative programs and in making appropriate placement of students in training situations.

C. Intensive Job Entry Skill Training -- Intensive training will be oriented toward either equipping the student for entry into a job or making him ready for a post-secondary vocational-technical program.

D. Occupational Guidance, Counseling, and Placement -- Specific emphasis will be placed on interaction with people, both by bringing people from the work setting into the school and by having students visit the work setting. Testing services to assist students in self-understanding will be provided. A placement coordinator will provide liaison between counselors and the employing community. He will locate training stations for cooperative education students and will place graduates and early school leavers in jobs or in further schooling.

IV. Unique Features

Area Media Center for the storage and dissemination of career information.

STATE: Kansas

TITLE OF PROJECT AND PROJECT NUMBER: An Exemplary Program in Occupational Education in Typical Rural, Rural-Urban and Urban School Settings 0-361-0089

DIRECTOR:
Wilbur A. Rawson, Director
Exemplary Programs
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

APPLICANT ORGANIZATION: Kansas State Board of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $331,030

DESCRIPTION OF PROGRAM: DURATION: July 1970 through June 1973

I. Administrative Structure

The project will ~~function~~ in three locations: a small rural school district, a medium-sized suburban school district, and a large urban school district. In each participating district there will be a local exemplary project director who is responsible to the local director of vocational education. The three local efforts will be coordinated by a State-level exemplary program director who reports directly to the State Director of Vocational Education. Through a contractual arrangement between the State Director of Vocational Education and Kansas State University, the university will perform certain specified functions such as inservice teacher training, teacher workshops, curriculum development, and evaluation services.

This exemplary program, which combines both the State portion and the Federal portion of Part D funding into a single coordinated activity, has been designed to function in three typical community settings representing the range of school environments found in Kansas. The purpose is to produce model occupational education programs that can be used in rural, suburban, and urban school settings throughout the State.

II. Program Design

State-level coordination, coupled with specialized programmatic assistance from Kansas State University, will provide for attainment of common goals through a variety of techniques appropriate in the differing project environments. Each operational setting will demonstrate occupational awareness and orientation activities at the elementary and secondary levels; cooperative education opportunities; intensive skill training for graduates and dropouts; and occupational guidance, counseling, and placement services.

III. Program Components

A. Occupational Orientation -- Occupational orientation will begin in the early elementary grades and will be accomplished through the use of field trips, resource persons, video tapes, film strips, etc. At the upper elementary level exploratory experiences will be provided through work study programs, work simulation activities within the school, mobile type units for skill exposure for students in outlying schools, and summer supervised work experience programs for students. A resource center for career information will be established and maintained in each participating school district.

B. Cooperative Education -- The project's activities in cooperative education will be devoted to strengthening and expanding the current offerings in this area. An increased number of cooperative training coordinators will be placed in participating high schools; some of these being financed under Part G of Public Law 90-576.

C. Intensive Job Entry Skill Training -- Intensive and specific skill training for students not previously enrolled in vocational programs and for students who may leave school before graduation will be provided through existing programs and facilities in the participating high schools. These include offerings in drafting, printing, woodworking, carpentry, power mechanics, metal working, and business education.

D. Occupational Guidance, Counseling, and Placement -- Guidance and placement activities in the participating high schools will be greatly increased and improved in quality through the addition of more personnel, inservice training conducted by university specialists, and the introduction of research-based techniques and materials into the counseling and placement processes.

IV. Unique Features

The project is unique in its attempt to develop varying solutions to the common problems of rural, suburban and urban school districts. It also involves a unique combination of State-level coordination, university technical assistance, and local program operation.

STATE:	Kentucky
TITLE OF PROJECT AND PROJECT NUMBER:	A "Universe Model" of Occupational Education for Pikeville, Kentucky In Conjunction with the Pikeville Model Cities Program. 0-361-0059
DIRECTOR:	John Jenkins Director of the Universe Model, Begley Building, Eastern Kentucky University Richmond, Kentucky 40475
APPLICANT ORGANIZATION:	Eastern Kentucky University
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$351,388
DURATION:	June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director, based at Eastern Kentucky University, will be responsible for the coordination of the budget and university resources, and will provide overall leadership to the project. A full-time co-director will be based in Pikeville, along with the following personnel: elementary guidance counselor, secondary guidance counselor, librarian, health occupations teacher, technical agriculture teacher, cooperative education teacher, media technician, placement director, and clerical personnel.

II. Program Design

Project is designed to provide occupational information, concepts of work, vocational preparation, and placement along a sequence of vocational life stages. Students will participate as follows in career development:

K-3 attitude development, basic occupational information, concepts of work and the dignity of work

4-6 positive self concepts, personal abilities, interests and limitations as related to the world of work

7-8 exploration of specific occupational families

9-12 in-school preparation for clusters of related occupations combined with cooperative vocational education, and intensive training in job-entry skills where appropriate

The program will also provide vocational guidance, counseling, and placement services for all Pikeville students.

III. Program Components

A. Occupational Orientation -- Curricula will be established which will employ occupational orientation as the principal vehicle for the teaching of basic education in grades K-6. Curricula will be established at junior high level which have as their core exploration of occupational families, skills needed for job entry, and the paths available for Pikeville youngsters to obtain job-entry skills.

B. Cooperative Education -- The project will provide specific vocational preparation for employment in an occupational family by coordination of available community resources and those provided by the teacher-coordinator and other agencies.

C. Intensive Job Entry Skill Training -- Operational programs for employment preparation will prepare students for occupational clusters to include intensive entry-level skills. Job entry skill training will be expanded through the incorporation of work-study and cooperative vocational programs.

D. Occupational Guidance, Counseling, and Placement -- Beginning in grade 4, students will be encouraged to view themselves, their interests, and will begin to develop an awareness of career opportunities. Grades 7 to 9 will become more specific in terms of occupational requirements. Students will be rotated through clusters of occupations for exploration purposes. Beginning in grade 10, students will begin to select specific occupational clusters which they wish to explore or for which they wish to prepare themselves.

A full-time placement coordinator will be employed and based in the Pikeville schools for the purpose of providing placement services for graduates and dropouts.

IV. Unique Features

A. Concerted effort at the integration of occupational orientation activities with basic educational skill development.

B. Strong ties with community action groups and concentrated efforts at general social and economic development of the community as a whole.

C. Utilizes a very strong orientation to the total human resources development concept as opposed to the isolated vocational preparation concept.

STATE:	Louisiana
TITLE OF PROJECT AND PROJECT NUMBER:	An Exemplary Program for Occupational Preparation 0-361-0125
DIRECTOR:	William G. Young Supervisor of Industrial Education New Orleans Public Schools 703 Carondelet Street New Orleans, Louisiana 70130
APPLICANT ORGANIZATION:	New Orleans Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$360,641
DURATION:	June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director is the Supervisor of Industrial Education for New Orleans Public Schools. He will coordinate the program with the Division of Instruction and will implement the program in the local schools. Teachers and vocational advisors assigned to the project are responsible to the School Vocational Coordinator who is in turn under the project director.

II. Program Design

This project is a three-level approach for vocational preparation, geared particularly to the needs of economically deprived children. Instructional materials developed in a pilot project entitled World of Work will be adapted to the elementary curriculum. The middle school program provides a World of Work curriculum dealing with occupational information and guidance. In addition, overage students and potential dropouts at this level will develop capabilities in three semi-skilled vocational training fields through three-hour daily course offerings which integrate academic courses with skill training. Senior high schools will offer intensive job training with cooperative education and clerical or health occupation instruction with simulated experiences. Out-of-school youth will be able to take evening courses and receive occupational guidance and job placement service.

III. Program Components

A. Occupational Orientation -- Expansion and refinement of the currently operating World of Work pilot program will comprise the elementary program, including field trips and enriched curriculums relating to occupational choice. The program is continued in middle school, built on concepts formulated at the entry level but with greater depth and sophistication.

B. Cooperative Education -- Simulated training labs and other pre-cooperative clerical and health instruction will be utilized in an effort to develop, with disadvantaged students, skill levels which permit satisfactory placement and progress in regular vocational cooperative office and health programs. In addition, a Business and Industrial Advisory Committee comprised of representatives of public and private manpower agencies will be formed to assist in the development of on-the-job training slots for the job-oriented industrial arts program.

C. Intensive Job Entry Skill Training -- This is provided at the senior high school level. Out-of-school youths will be able to take evening courses in 2 fields and will receive guidance and placement services.

D. Occupational Guidance, Counseling, and Placement -- Vocational coordinators will provide individual guidance, especially for seniors, and will secure on-the-job training slots for students needing them.

IV. Unique Features

A. Coordination with Model Cities.

B. Job simulation experiences in the clerical field and in the health occupations field.

STATE: Maine

TITLE OF PROJECT AND PROJECT NUMBER: New Opportunities for Work (NOW)
1-361-0161

DIRECTOR: Kenneth C. Jordan
Vocational Director, Lewiston
Public School District
65 Central Avenue
Lewiston, Maine 04240

APPLICANT ORGANIZATION: Lewiston Public School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $314,872

DURATION: October 1970 through October 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Superintendent of Schools in Lewiston will administer the project. The full-time project coordinator will report to the Director of Vocational Education of the Lewiston Regional Technical-Vocational Center, who will report to the Superintendent.

II. Program Design

The program activities will serve as a model for implementation throughout the State. The project will be conducted in the Lewiston school system and will concentrate on a career development approach for all students, elementary through high school.

It will be conducted as an integral part of a developing program which encompasses ten towns and cities in Central Maine. The five basic components are: an effective pupil personnel service, work experience programs, "open door" policy to vocational programs, intensive skill training, and placement capabilities.

III. Program Components

A. Occupational Orientation -- Elementary school students will be tested and receive initial orientation to the world of work through Pupil Personnel Services. Seventh and eighth grade students will be enrolled in either home economics or industrial arts and will be introduced to a wide variety of occupations and a few basic skills. Progressive and continuous career development activities will be integrated into the home economics and industrial arts curriculums at this point so as to insure a wide coverage of the world of work. At the ninth grade level, students may continue in home economics, business or industrial arts.

B. Cooperative Education -- The project personnel will maintain a close relationship with all local employers who will be asked to employ students part-time in cooperative programs and full-time after graduation.

C. Intensive Job Entry Skill Training -- An "open door" policy to vocational programs will be provided so that students can enter or leave the courses at any time. A flexible schedule will be maintained so any student not previously enrolled in a vocational program can receive training in entry-level skills. If sufficient students indicate interest, special programs will be offered after school or during the summer.

D. Occupational Guidance, Counseling, and Placement -- Three guidance counselors will be hired for the project to assure adequate assistance at all age levels. A placement officer from the Department of Employment Security will work with the staff members assigned at the senior high school in placing students. Counseling assistance for all students and out-of-school youths and adults will be provided.

STATE:	Maryland
TITLE OF PROJECT AND PROJECT NUMBER:	Maryland Career Development Project (K-Adult) 0-361-0021
DIRECTOR:	E. Niel Carey Supervisor of Vocational Education State Department of Education 600 Wyndhurst Avenue Baltimore, Maryland 21210
APPLICANT ORGANIZATION:	Maryland State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$355,685
DURATION:	July 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project director is a member of the Division of Instruction, Maryland Department of Education, but works closely with the Division of Vocational-Technical Education. The project will utilize resources of the State and the Baltimore City Schools. It will utilize two assistant directors who will be employed by the Maryland Department of Education--the specialist for pre-vocational education and the specialist for career development. Three sub-projects will be operated in the Baltimore City Schools, jointly administered by the Supervisor of Elementary Guidance, the Supervisor of Vocational Education, and the Director of Placement. Three other sub-projects will be operated on a State-wide basis.

II. Program Design

Elementary activities will include simulation of work tasks, gaming brochures, use of parents as adult role models, and field visits to community, business and industry. The junior high exploratory activities will utilize a team approach and will be delivered by a team (industrial arts teacher, home economics teacher, and school counselor) from each school represented in the project. Industrial arts and home economics laboratories will be utilized in exploration activities. Senior high activities will include training and placement activities. Project evaluation will extend to 5 elementary schools, 2 junior high schools and 2 senior high schools.

III. Program Components

A. Occupational Orientation -- An elementary resource coordinator will work with 5 elementary schools to help teachers and students plan and implement activities facilitating career development. These include simulation of work tasks, gaming brochures, utilization of parents as adult role models, and field visits. A workshop will involve teams of counselors, industrial arts teachers, and home economics teachers, who will plan and implement a career exploration program for their own junior high school. These plans will utilize existing industrial arts and home economics facilities, will incorporate work simulation processes, and will eventually involve the entire school in the career development process. A computerized information system will facilitate the career exploration process at the junior high level.

A State-wide television series will be designed to help students, parents, and the community understand the wide range of educational and career opportunities available to young people. The target group for the series will be grades 4 through 8.

B. Cooperative Education -- Funds have been budgeted to provide for the reimbursement to the employer of the added costs for providing cooperative training, for special tools and equipment, and for extra transportation costs incurred by students in cooperative programs.

C. Intensive Job Entry Skill Training -- A summer intensive training component will train in the areas of auto mechanics, printing, typing, data processing, and clothing construction. This will provide skill training for students who are about to complete high school with no specific salable skill or idea of how to secure initial job placement.

D. Occupational Guidance, Counseling, and Placement -- Project will demonstrate guidance and counseling by existing personnel in the city, combined with the educational television series. A Career Development Notebook will be produced that lists objectives (K to Adult) for facilitating career development and suggested activities to achieve the objectives.

IV. Unique Features

A. Computerized information system for career development.

B. Utilization of industrial arts and home economics labs for career exploration activities which were developed by career exploration workshops in which a counselor, home economics teacher and industrial arts teacher worked cooperatively to develop a program for their junior high school.

STATE: Massachusetts

TITLE OF PROJECT AND PROJECT NUMBER: A Community Development Approach to Vocational and Leadership Training Using a Career Development Center 0-361-0068

DIRECTOR: Melvin H. King
New Urban League of Greater Boston, Inc.
100 Warren Street
Roxbury, Massachusetts 02119

APPLICANT ORGANIZATION: The New Urban League of Greater Boston, Inc.

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $375,182

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The program will be administered by the project director, who will report to the Urban League Board through its president. He will be responsible for recruitment, staffing, hiring consultants, and reporting. Under his supervision, also, will be personnel for educational counseling, for research, and for financial matters.

II. Program Design

This is a career development program for assisting inner-city youth toward vocational maturity. Elementary and secondary, in-school and out-of-school youth will be served in the areas of occupational information, vocational counseling, skill training and placement across a wide range of occupations.

III. Program Components

A. Occupational Orientation -- Occupational orientation activities will be provided elementary and secondary inner-city youth through curriculum packages (including stories, film strips, videotapes, and other multi-media materials) in an after-school program utilizing the conference approach. In addition, secondary in-school students will be provided activities such as work simulations, games, video presentations, field trips, and individually arranged on-the-job observations. Out-of-school young people will be provided experiences with a wide variety of job simulations, training and related work experience designed to reinforce awareness of appropriate behaviors in particular occupations.

B. Cooperative Education -- In-school youth will be served by counselors in decision-making activities and in the selection of work experience priorities. The counselor will then serve an advocate role in assisting the student to locate in-school and extra-school cooperative work programs in keeping with his or her training selections. Out-of-school youth will be actually placed and supervised in cooperative education training stations.

C. Intensive Job-Entry Skill Training -- A referral and recruitment mechanism will be provided for skill training in a wide range of occupations through cooperation with manpower programs and other existing programs in the metropolitan Boston area. In addition, specific training opportunities will be contracted by the community center.

D. Occupational Guidance, Counseling, and Placement -- The Career Development Program will provide occupational and training-oriented guidance counseling on a regularized basis for all student residents in the Model Cities area. Counselors will provide instructional units and assistance with tasks related to gaining employment or postsecondary training as a part of all training programs arranged directly by the project as well as for all students referred to another agency for skill training.

IV. Unique Features

A. Vocational guidance and training delivered by community agency.

B. Black role models furnished by staff of community center and other significant adults identified by the staff.

C. Advocate counseling for any youngster who finds it difficult to present his own case effectively in securing training and/or employment.

D. Model Cities Coordination.

STATE: Massachusetts

TITLE OF PROJECT AND PROJECT NUMBER: Project CAREER -- Career Education Process for the Handicapped V261011

DIRECTOR:
Mr. Vincent P. Lamo
Director, Project CAREER
123 North Main Street
Randolph, Massachusetts 02368

APPLICANT ORGANIZATION:
Massachusetts Board of Education
Division of Occupational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $421,408

DURATION: July 1972 through June 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director reports to the State Director for Vocational Education. A project administrator and an assistant project administrator will coordinate activities and work with occupational resource specialists, selected from each of the local educational agencies involved in the project. Occupational resource specialists will have experience in working with mentally disturbed students. They will act as coordinators for the Career Education Teams for the Handicapped that will be formed in each district from special education teachers, vocational educators, and regular instructional staff.

II. Program Design

As its basic objectives the umbrella effort, Project CAREER,will select and analyze new and emerging occupations with long-range employment possibilities, identify skills and knowledges pertaining to those occupations and state them in behavioral terms, organize skills and concepts in a progression of prerequisites from the simplest to the most complex, and develop a data bank program to provide up-to-date job performance requirements, order continuums of behavioral objectives for an occupation, the behavioral commonalities between occupations, and an inventory of an individual student's accomplished skills.

This particular component, dealing with the handicapped child, will involve coding the behavioral objectives to relate to the needs and abilities of handicapped persons and will utilize this data for curriculum development and field testing in three sites. Three local school districts are involved with Project CAREER as test sites: Springfield, Milford, and the Blue-Hills Vocational-Technical Region. In those schools, the project will assist to improve rehabilitation services for mentally retarded students such as transitional work experience, job placement, followup and social adjustment. Also a program model will be developed that will be applicable to students with other types of handicaps.

III. Program Components

A. Occupational Orientation - Handicapped students will be oriented to the world of work and its requirements through integrating the handicapped population into the mainstream of the school's population and through the use of a career development curriculum. Information about careers, simulated laboratory experiences, and exploratory experiences in real work settings will be used to orient students to the world of work.

B. Cooperative Education -- The options of participation in cooperative education experiences, on-the-job training, sheltered transitional workshops, or being admitted to a community college program will be available to students participating in the program.

C. Intensive Job Entry Skill Training -- In addition to cooperative education experiences, the project will develop in students career skills through simulated experiences in laboratory settings.

D. Occupational Guidance, Counseling, and Placement -- Occupational guidance and placement will be handled by the occupational specialists and the career education teams in each school. Coordination with another component of Project CAREER, the Guidance Component, will yield further program support for handicapped students. A major emphasis will be placed on developing social competence in students to enable them to be self-sufficient.

IV. Unique Features

1. Coordination of project with computer data bank of behavioral objectives coded for handicapped requirements.

2. Provision of career education for the handicapped and development of supporting curriculum materials.

STATE: Michigan

TITLE OF PROJECT AND PROJECT NUMBER: Vocational Career Development Program
0-361-0122

DIRECTOR: Robert Rochow, Program Director
Vocational Career Development Program
Northeast Oakland Vocational Center
1351 North Perry Street
Pontiac, Michigan 48058

APPLICANT ORGANIZATION: School District of the City of Pontiac

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $435,658

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

This project is administered through the school district office of vocational education. The program director has overall responsibility and reports to the Director of Vocational Education. Seven elementary career guidance consultants will be placed in the seven participating elementary schools.

II. Program Design

The purpose of this program is to combine the resources of elementary school counselors, the world of work as a part of the regular elementary social studies program, the coordination of existing resources on the world of work at the elementary level, and extensive efforts to develop positive student self concepts into a sequential career development program from grades K to 6. Elementary students participating in this program will be attending a Human Resources Center to be completed in 1971. The Human Resources Center, located in downtown Pontiac, will include a 2,200-pupil elementary school with an open space design for instruction; and a community complex composed of adult classrooms, an auditorium, a public cafeteria, office space for other social agencies, a medical-dental clinic, a library, and a day care nursery facility. It is strategically placed to serve a socioeconomic and racially integrated population. From other funding sources--Federal, State, and local--youngsters will be provided extensive opportunities for hands-on exploratory programs at the junior high level, and for a wide range of job preparation and cooperative education programs at the senior high level.

Michigan

III. Program Components

A. Occupational Orientation -- Assemblies, career fairs, field trips to businesses and other schools will be planned for students in seven elementary schools. Junior high exploratory activities will include the World of Construction, the World of Manufacturing, Industrial Arts, Home Economics, Business and Consumer Business.

B. Cooperative Education -- Cooperative programs are being offered in the following areas: office, retailing, trade and industrial, food service, health service, and teacher aide. In addition, a unique coop program is sponsored by Pontiac Motor Division, General Motors Truck and Coach Division, and Fisher Body Division, as well as the General Motors Technical Center in Warren, Michigan.

C. Intensive Job Entry Skill Training -- High school counselors will refer senior students who have not taken vocational courses and do not plan to attend post-secondary schools or other vocational schools for additional training. The Northeast Oakland Vocational Center, to which these young people have access, for example, offers a range of training from one semester to two years in 19 fields.

D. Occupational Guidance, Counseling and Placement -- Individual and group guidance services will be provided, and two placement offices will be located in the senior high schools.

IV. Unique Features

A. Extensive range of junior high vocational exploratory activities to include the World of Construction, the World of Manufacturing, Industrial Arts, Home Economics, Business and Consumer Business.

B. Elementary component will be operational in a Human Resources Center to be completed in 1971.

C. Direct coordination with the Office of Pupil Personnel Services and the Office of Elementary Education.

D. The project will study and evaluate the guidance program in the junior and senior high school as it relates to vocational education and course development.

STATE: Michigan

TITLE OF PROJECT AND PROJECT NUMBER: A Comprehensive Career Education Development Project for the School District of Muskegon and Muskegon Heights, Michigan
V261009

DIRECTOR:
Edward L. Pelkey
Project Director
Comprehensive Career Education
Development Project
Muskegon Public Schools
349 West Webster Avenue
Muskegon, Michigan 49441

APPLICANT ORGANIZATION: Muskegon Public Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $439,825

DURATION: July 1972 through June 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will be the Director of Career Education and will report to the Director of Vocational Education. His staff will consist of an elementary, a junior high, and a senior high school coordinator. A paraprofessional will be employed to help with home-school-community liaison. Advisory committees with administrators, teachers, parents, and representatives of business, industry, and cooperating agencies will be appointed by the appropriate district superintendent to work with the Project Director and his staff. Three elementary schools, two junior high schools, and two high schools will participate in the project. They will be located in two contiguous school districts: Muskegon and Muskegon Heights.

II. Program Design

The concepts providing a base for the project are the infusion of career education into the regular instructional program, grades K-12, utilizing the regular instructional program in occupational guidance, and reevaluation of existing vocational services at the secondary level to assure they complement the project's goals. Career awareness will be pursued at the elementary grades; at the junior high grades in addition to career awareness, exploratory and self-awareness programs will be initiated. High school curricular efforts will focus specifically on career decision-making and preparation. The basic approach to the curriculum development effort will involve the preparation, field testing, and refinement of activity-centered units of instruction based on occupational clusters. An important component of the project will be a strong emphasis on home-community liaison with the school.

III. Program Components

A. Occupational Orientation -- Elementary, junior high, and senior high school curriculums will be related to the world of work.

B. Cooperative Education -- Present school districts' programs are quite comprehensive. During the project a review of the preparation programs, including cooperative education, will be made to insure they complement the career infusion effort and the general project goals.

C. Intensive Job Entry Skill Training -- The placement officer will be responsible for identifying students needing job entry skills, ready to leave the high school, and planning to enter the job market. He will arrange for their admittance to a Skill Training Center and will work with the Employment Security Commission regarding placement.

D. Occupational Guidance, Counseling, and Placement -- A career guidance counselor will be added in Muskegon Heights. Redirection of pupil personnel services in districts to focus on career guidance and testing activities will be effected. A placement specialist will be responsible for developing a job placement service that will meet the needs of all students.

STATE: Minnesota

TITLE OF PROJECT AND PROJECT NUMBER: A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers 0-361-0105

DIRECTOR:
Robert P. Van Tries
Assistant Commissioner
Division of Vocational-Technical Education
Centennial Building
St. Paul, Minnesota 55101

APPLICANT ORGANIZATION: Minnesota State Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $122,537

DURATION: October 1970 through September 1971

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The State Director for Vocational Education has responsibility for administering the program and is the project director. He will work through two local project directors who will have responsibility for immediate direction and coordination of the two parts of the project.

II. Program Design

The project is located in two areas of the State in order to demonstrate the adaptability of the basic concepts and organization to districts with varying financial resources. The project will be operated in two vocational centers to serve elementary, junior high, secondary students and adults. The centers will be a group of schools cooperating in planning and providing vocational education for all students of all member schools. Basic education is taken at home schools, and vocational education will be provided by offering a selection of courses in each school and by transporting equipment, teachers, and students. The primary group involved will be students in 11th and 12th grades in participating schools.

III. Program Elements

A. Occupational Orientation -- The center will provide extensive opportunities for involvement of elementary and junior high students and staff. Short units will be taught to junior high students by cooperative center staff. Faculty visits and field trips by elementary students will be made to the center. The center staff will participate in community meetings, such as the Parent Teachers Association. Exploratory programs will be provided in several occupational areas for junior high students.

B. Cooperative Education -- Both centers will establish a multi-occupational cooperative education program.

C. Intensive Job Entry Skill Training -- "Job proficiency training" will be increased to serve a larger percentage of students. The basic curriculum consists of a sequence of skills and related courses in a cluster of occupations that will lead directly to entry-level jobs or post-secondary training.

D. Occupational Guidance, Counseling, and Placement -- All 10th grade students will be tested with vocational interest and aptitude tests to facilitate placement and career planning. The centers will assume responsibility for placement of all students in either further education or in a job. Followup techniques and procedures will be developed to assist evaluation. Conferences will be held with teachers, parents, and students to assure that all three are aware of the needs and abilities of the student. Group guidance will be provided with the objective of making students career conscious.

IV. Unique Features

A. The program will be located in two areas of the State in order to demonstrate the adaptability of the concepts and organization to districts with varying financial resources.

B. Project settings are representative of the geographic and environmental extremes of the State, thus assuring adaptability.

STATE: Minnesota

TITLE OF PROJECT AND PROJECT NUMBER: Exemplary Vocational Education Program Based on Environmental Studies (K-14)
1-361-0171

PROJECT DIRECTORS:
Barbara Clark, Director of Programs
Environmental Science Center
5400 Glenwood Avenue
Golden Valley, Minnesota 55422

Cliff E. Helling, Coordinator
Vocational Education District 281
Robbinsdale, Minnesota 55428

APPLICANT ORGANIZATION: Minnesota Environmental Sciences Foundation, Inc.

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $463,581

DURATION: June 1971 through May 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Major operational policy decisions will emanate from the project co-directors. An advisory committee made up of individuals selected to represent a diversity in both business and industry, and in occupational types will formulate a vital link between the schools and the world of work. A placement team with representatives from area junior colleges will play a key role in the determination of both secondary and postsecondary programs. Curriculum, scheduling, training, staffing, and demonstration decisions will be shared by the project co-directors in conjunction with the program advisory team. Ultimate administrative and fiscal responsibility is assumed by the Board of Directors of the Minnesota Environmental Sciences Foundation, Inc.

II. Program Design

The general plan of this project would be the coordination of existing elements of a total vocational sequence with certain new ones. Awareness to the world of work specifically to careers in environmental control, exploratory community experiences in environmental control occupations, and job-entry-level skills for water pollution control technicians are several facets of the program. Expanded vocational guidance and placement services are important features. What is innovative and unique is the combining of these elements into a smooth sequence and the fact that so many of these features have not previously existed in one school district.

III. Program Components

A. Occupational Orientation -- Teachers in selected elementary schools will be trained to include a study of the world of work in any and all appropriate areas of the curriculum, particularly in the area of environmental services. Children in selected elementary schools are to be familiarized with a variety of occupations, considering points such as the demands and benefits of the different jobs, working conditions, and the availability and relevance of school subjects to work opportunities. Students will be assisted in seeing the broad array of occupations available and the potential advantages of different work roles.

B. Cooperative Education -- A highly supervised and coordinated work experience program in actual on the job situations is proposed. It will be necessary to develop a bridge of understanding and cooperation between educational agencies and the community in order to define those occupations which would be related to the preservation of the environment.

C. Intensive Job Entry Skill Training -- Intensive skill development will be provided. A major component of this total program will be the identification of work situations and employers willing to accept worker-students with few skills and train them to perform entry-level tasks in a very short period of time. Because of the newness of many of the environmentally related occupations, on-the-job training will probably be the rule rather than the exception. A "severance kit" has been developed which, if utilized, will assist the student in making adjustments to the world away from school. Kit components include continued counseling, continued contact with work experience coordinators, flexibly scheduled small group seminars, and appropriate guidance materials.

D. Occupational Guidance, Counseling, and Placement -- School-wide vocational guidance and job placement services are two important approaches in the senior high program. The student will be provided with activities and experience that will enlarge the quality and scope of self-understanding in relation to the world of work. Specific attention will be given to problems of social development, emotional stability and self-confidence. A Placement Task Force of eight persons will provide district-wide services for the secondary and postsecondary programs. One component to enhance the placement service is a student followup program.

STATE:	Mississippi
TITLE OF PROJECT AND PROJECT NUMBER:	Career Centered Curriculum for Vocational Complexes in Mississippi 0-361-0067
DIRECTOR:	J. H. McMinn Coordinator of Research, Curricula, and Teacher Education Division of Vocational-Technical Education, Box 771 Jackson, Mississippi 39205
APPLICANT ORGANIZATION:	Mississippi State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$340,317
DURATION:	June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

This project will be jointly administered by the Vocational Division of the State Department of Education and the Jones County Board of Education. The State project director reports to the State Director for Vocational Education. A Project Steering Committee will be composed of the State and local project directors, the coordinators of the four administrative areas, and the coordinator for performance evaluation. It will coordinate the overall project, general planning and delegation of detailed planning, periodic progress reviews, use of consultants, and inservice staff development. The Project Advisory Council will advise on methods and techniques and recommend new strategies.

II. Program Design

The project is conceived as a continuum of services and instruction beginning with the student learning about the world of work and ending with satisfactory employment or postsecondary education. It will serve the entire secondary (junior and senior high) school enrollment of the district with about 75% of the students participating. Project staff will provide services to elementary students and teachers through workshops, seminars, field trips, individual counseling with teachers, students, and parents. The secondary program includes a wide variety of occupational training programs and diversified cooperative education programs.

III. Program Components

A. Occupational Orientation -- A pilot program begun in 1969, Occupational Orientation Program (OOP) provided orientation to students in grades 7 - 12. After 1970 it will be offered for 7th through 9th grades, with pick-up of older students who missed it.

B. Cooperative Education -- This aspect of the program is an extension of OOP in that it provides exploratory experiences in occupations as well as work-experience for students in a training program.

C. Intensive Job-Entry Skill Training -- Intensive occupational training programs will be offered during the day and evening for students in upper grades who wish to change from an academic to a vocational program and for students who are potential dropouts. Individual students will also be permitted to enroll in existing programs of their selection and receive individual attention and special assignments.

D. Occupational Guidance, Counseling and Placement -- In addition to providing intensive guidance and counseling activities, the district will initiate a placement office. The placement coordinator assigned to it will establish relationships with the local employment security office and local business and industry and may coordinate systematic follow-up.

IV. Unique Features

A. The concept "occupational orientated" is the prime focus of the Jones County Exemplary Project. It is conceivable that the occupational orientation aspect of this project will serve as a basis for entry into the phase of vocational education, which will be the acquisition of entry level skills; and in the latter years of a student's secondary program, it will serve to enhance the cooperative education aspect of the project.

B. The occupational orientation phase of the project will serve to make students aware of the world of work so that if they choose to enter the intensive job entry skill-training aspect of the project, they will have a firmer base upon which to select certain kinds of skills which they wish to acquire on an intensive basis.

C. The occupational orientation aspect of this project will assist in supplementing and complementing other guidance and counseling procedures that are already traditional in this school system. Furthermore, the occupational orientation aspect of this project will serve as a base for initiating the procedures to be used in the anticipated implementation of a Placement Office for the school system.

STATE:	Missouri
TITLE OF PROJECT AND PROJECT NUMBER:	Outreach for Urban Inner City Youth 1-361-0174
DIRECTOR(S):	Donald J. Welsh Director of Vocational-Technical Education Donald R. Sheets District Coordinator of Vocational-Technical Education
APPLICANT ORGANIZATION:	School District of Kansas City, Missouri and Metropolitan Junior College District Kansas City, Missouri
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$379,857
DURATION:	January 1971 - January 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Director of Vocational-Technical Education of the Metropolitan Junior College District and the General Director of Practical Arts Education of the School District of Kansas City, Missouri, will serve as project co-directors. A project coordinator will be employed to administer the program. He will be responsible to the project co-directors for program operation.

II. Program Design

This project will implement an integrated program of job information, which is suited to the student's grade level; will provide an opportunity for students to participate in cooperative training programs; will make available counseling services from the elementary level through the secondary level and to the out-of-school youth; and will furnish placement services to students needing such assistance. It will be located in a Model Cities neighborhood.

III. Program Components

A. Occupational Orientation -- Elementary school students will receive job "cluster" information developed for their grade-level. Information will be available to out-of-school youth and various introductory courses will be available concerning occupational areas to junior college students. Special emphasis will be placed on development of information for the out-of-school youth.

B. Cooperative Education -- Cooperative work training at the secondary and post-secondary levels will be tailored to the individual's needs.

C. Intensive Job Entry Skill Training -- Intensive skill training programs, specific and of short duration, will be offered on an extended-day basis during the regular school term or on a full-day basis during the summer months.

D. Occupational Guidance, Counseling, and Placement -- The project counseling staff will provide continued occupational guidance and counseling services to students throughout the project. With the coordinator, the counselor will be involved in selection of program participants, assessment of individual abilities, preparation of individual instructional programs to meet exhibited needs, job development, placement, guidance on the job, and follow up.

IV. Unique Features

Project located in a Model Cities neighborhood.
Mobile counseling units.

STATE:	Montana
TITLE OF PROJECT AND PROJECT NUMBER:	"The Next Step" - A Comprehensive Program in Occupational Preparation and Placement 1-361-0169
DIRECTOR:	William A. Korizek Director of Vocational Education Helena Public Schools Helena, Montana 59601
APPLICANT ORGANIZATION:	School District Number 1 Lewis and Clark County
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$311,567
DURATION:	November 1970 - October 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Project Director will be directly responsible to the Superintendent of Schools, School District Number 1. A full-time Project Supervisor will report to the Project Director. The Project Supervisor will coordinate all aspects of the project and will work through individual building principals.

II. Program Design

The project will serve as a career development model for the State. Emphasis will be on broadening the occupational orientation of students at elementary, junior and senior high levels; identification of work opportunities for youths at various levels; training of youths for these jobs; placement of students in jobs on a part-time basis prior to graduation; and assumption of responsibility by the schools to develop employability and provide appropriate placement of students. Eleven elementary schools, two junior high schools and two senior high schools, and a postsecondary vocational-technical center will participate.

III. Program Components

A. Occupational Orientation -- A curriculum committee of staff from the elementary, junior and senior high schools will develop plans for curriculum offerings for each school in the district. Additional different activities are being contemplated for each level, including the use of audio-visual materials, role playing situations, mobile labs for each occupational cluster to provide hands-on experience, and talent identification programs.

B. Cooperative Education -- Cooperative programs will be established in the high schools. A staff member will be responsible for relocating dropouts into cooperative programs.

C. Intensive Job-Entry Skill Training -- A coordinator will plan and implement work experience opportunities in several occupational areas, and the institutional phase of this training will be on an intensive, short-term basis.

D. Occupational Guidance Counseling and Placement -- One staff person will contact local businesses and industries to identify and promote job placement opportunities. Guidance materials will be developed as a part of the student services in the high schools.

IV. Unique Features

A. Special services for identification and training of disadvantaged and handicapped persons.

B. Model Cities Coordination.

C. Target population is every person attending school in the Helena school district.

D. Method of delivery of orientation and training will be through an inservice training structure for all counselors and for key teachers from all grade levels. System-wide inservice training at grade levels 1 - 14 will be instituted.

E. Cooperation has been assured by Model Cities, the Remediation and Diagnostic Center, Concentrated Employment Program, Board of State Institutions, Montana Vocational Rehabilitation, Helena Indian Alliance, Montana Employment Service, teacher training institutions, and the other four post secondary Vocational-Technical Centers.

STATE: Nebraska

TITLE OF PROJECT AND PROJECT NUMBER: Expanded Vocational Education Program for Disadvantaged Youth: Occupational Guidance K-12, Comprehensive Center for Occupational Education 0-361-0028 (Revised)

DIRECTOR:
Dr. Edwin H. Parrish
Assistant Superintendent of Schools
Vocational and Adult Education Services
3902 Davenport Street
Omaha, Nebraska 68131

APPLICANT ORGANIZATION: Omaha Public Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c) $328,500

DURATION: June 1971 - June 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will be responsible for overall supervision and coordination of project activities and will maintain liaison with other public agencies in the community. He will report directly to the Assistant Superintendent of Vocational and Adult Education who will, in turn, report to the Associate Superintendent, the Superintendent, and the Omaha Board of Education.

II. Program Design

The basic objectives of the project are: (1) to develop an extensive occupational guidance program for disadvantaged youth in grades K-12 in selected schools and, (2) to develop a comprehensive Center for Occupational Education designed as a motivational center for high school students and young people up to age 21 who reside in the area and who have not adjusted or are not adjusting to the traditional high school programs.

III. Program Components

A. Occupational Orientation -- Through the occupational guidance component, youngsters in grades 1-6 will undertake career awareness activities; students in grades 7-9 will engage in career orientation activities; and grade 10 students will participate in career exploration activities.

B. Cooperative Education--The cooperative work experience component will provide work stations in business and industry with related studies in appropriate specific vocational programs. These courses will provide for study in specific content areas with the opportunities for job "spin-off" at all levels within the occupational cluster. The pre-professional courses will provide laboratory settings in which salable skills will be developed.

C. Intensive Job-Entry Skill Training -- Intensive skill training will be available to students enrolled at the Comprehensive Center for Occupational Education. Individualized instruction is planned in business education, home economics related occupations, industrial education, and basic education.

D. Occupational Guidance, Counseling, and Placement -- The Comprehensive Center for Occupational Education will furnish testing, job development, placement, and follow up services. Students will have opportunities for replacement on different jobs, for reentry into training programs, and for participation in individual and group occupational guidance sessions.

IV. Unique Features

Development of a Comprehensive Center for Occupational Education which will assist students unable to adjust to a traditional high school setting.

STATE:	Nevada
TITLE OF PROJECT AND PROJECT NUMBER:	Washoe County School District Sequential Approach to Vocational Education - An Exemplary Program 0-361-0121
DIRECTOR:	Dr. Len Lawrence Trout, Jr. Director, Research and Educational Planning Center College of Education University of Nevada Reno, Nevada 89507
APPLICANT ORGANIZATION:	University of Nevada
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$305,783
DURATION:	June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

This is a cooperative effort of the Washoe County School District and the Research and Educational Planning Center, College of Education, University of Nevada, Reno. The local director of vocational education and the project director will work cooperatively to ensure success of the program. The project director is assistant director of the Research and Educational Planning Center. He assumes overall responsibility and acts as liaison with the school district. He and the local coordinator will approve all staff appointments. He will endorse budgetary expenditures and direct the general operation of the project.

A school district project coordinator will assist the project director and will be responsible for operations within the schools involved. Other staff include the health occupations program advisory group, Nevada Employment Security Advisory Group for Student Job Placement, a placement task force, a project evaluator, a project inservice training coordinator, a project journal coordinator, and personnel support staff.

II. Program Design

This program seeks to provide a smooth continuum of occupational orientation and instruction from elementary through postsecondary school. One occupational area--health occupations--will be used to develop a coordinated model program from secondary through post-secondary school, using a cluster approach.

The elementary program will consist of a course in the World of Work at 5th and 6th grades. Junior high will have exploratory programs in many occupational areas. Senior high will add intensive vocational counseling, the health occupations program and an active placement service. The postsecondary school will add additional health occupations programs, increased counseling and placement services, and financial assistance programs to assist the disadvantaged.

III. Program Components

A. Occupational Orientation -- Elementary teachers will be trained and provided with resource materials to bring the 5th and 6th grade children to an awareness of the World of Work. Community resources will be drawn upon to provide additional information and experiences.

B. Cooperative Education -- The Placement Task Force includes four cooperative education teachers and two job placement persons who will work to place all students who desire to work. The senior high and postsecondary programs will expand their cooperative programs. The health occupations program will have cooperative experiences built into the programs at both levels.

C. Intensive Job-Entry Skill Training -- A vocational cooperative teacher coordinator will be appointed for each high school. He will develop a program of instruction in occupational preparation, provide appropriate training jobs, coordinate with parents, and provide orientation for employers. When a student without previous vocational training requests this service, an individualized program will be structured for him. The student will be placed in an entry-level job upon completion.

D. Occupational Guidance, Counseling, and Placement -- The counseling program will be expanded for both secondary and postsecondary programs. The secondary program will include information on occupations, interest and aptitude testing, and information on desired educational patterns. Two committees are formed to assist placement: The Nevada Employment Security Advisory Group for Student Job Placement and the Placement Task Force described under Cooperative Education above.

IV. Unique Features

A. Secondary level health occupations curriculum coordinated with postsecondary curriculum.

B. Cooperative training in health occupations.

STATE: New Hampshire

TITLE OF PROJECT AND PROJECT NUMBER: World of Work (WOW)
0-361-0052

DIRECTOR: John Mandell
Vocational Coordinator
3 Main Street
Peterborough, New Hampshire

APPLICANT ORGANIZATION: Contoocook Valley
Regional School District
Peterborough, New Hampshire

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $309,914

DURATION: June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Contoocook Valley School District Vocational Coordinator will administer and coordinate all phases of the program. He will direct Phases II and III of the program. A project coordinator under him will direct Phase I. Personnel in the program include a Vocational Guidance Counselor, a Cooperative Education Coordinator, and selected teachers from the schools involved. Keene State College will provide assistance, along with a Vocational Advisory Committee.

II. Program Design

Three phases of development are involved; World of Work opportunities for pre-high school; exploring occupational interests for ability and aptitude in early high school years; developing job skills, knowledge, and attitudes, and placing students in a job throughout the high school years.

III. Program Components

A. Occupational Orientation -- A presentation describing the ConVal vocational education program and selected occupations will be made to all elementary schools. A bibliography of visual materials to be used by elementary teachers will be presented and explained. Elementary teachers and students will tour the high school. An interest test will be given to upper elementary students to aid in determining further objectives.

B. Cooperative Education -- The Cooperative Education Coordinator will work with potential employers in developing a training program and will observe students on the job.

C. Intensive Job-Entry Skill Training -- Students will have 35% of their time available for elective courses. Training courses, selected by a committee of industrial and school personnel, will be offered interested students in a group of of occupations. Industrial representatives will provide instruction and performance criteria for the courses and students who successfully complete the course will be listed by the industry as having entry-level skills and will be shown employment preference.

D. Occupational Guidance, Counseling, and Placement -- The vocational guidance counselor will schedule meetings with all teachers to update the performance criteria to be met by students. Teachers will advise the counselor of any individual problems. The cooperative education coordinator will be available 50% of the time to counsel students identified as disadvantaged. Local employers and employment agencies will be notified of students available for employment. The guidance counselor will assist the student in developing a brochure to present to prospective employers.

IV. Unique Features:

A. Industrial representatives will assist in providing instruction and performance criteria for all courses in Home and Community Occupations for grades 7 - 12.

B. Flexible modular scheduling at Contoocook Valley Regional High School allows all students in the academic or general curriculums to take advantage of the opportunities provided.

C. Cooperation with Crotched Mountain Rehabilitation Center for the identification of and aid to the disadvantaged and handicapped.

D. The use of video tape recorders to record local occupations and to provide a Dial Access Retrieval System to make tapes available to all students.

E. The development of self-contained portable learning modules to expand the exploratory offerings in the two junior high schools.

STATE: New Hampshire

TITLE OF PROJECT AND PROJECT NUMBER: Research and Development Project in Career Education; V261037L

DIRECTOR:
Mr. John J. Riesenberg
Exemplary Project Director
Keene Union School District
1 Elm Street
Keene, New Hampshire 03431

APPLICANT ORGANIZATION: Keene Union School District of Supervisory Union #29

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $246,802

DURATION: March 1972 through February 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director is local vocational director and answers to the Assistant Superintendent of Instruction. An Advisory Council will be formed with representatives from community business and industry. A project coordinator, a resource consultant, and a placement coordinator comprise the project staff and will work in seven elementary schools, one junior high, and one senior high school in Keene and in elementary schools in surrounding communities.

II. Program Design

A comprehensive K-12 career education program will be implemented in three phases--Phase I will involve curriculum restructuring and inservice education; Phase II involves implementation in the schools, with pilot programs and evaluation being undertaken in selected classrooms; Phase III will involve making available to all teachers and students in the Supervisory Union those materials revised and tested in Phase II, together with an ongoing teacher training effort.

III. Program Components

A. Occupational Orientation -- At the elementary level, staff participants will become involved in all aspects of the program, from planning to implementation. Parents, community leaders, industrial representatives and other relevant persons will be included in these activities. A thorough assessment of the system's needs will be coupled with writing of objectives in performance terms.

At the junior high level, students will participate in a program of visits to industrial or other career-potential sites and in a related, hands-on exploratory program in the schools designed to provide a realistic overview of career opportunities. The in-school program will be characterized by the interdisciplinary and integrative handling of subject matter.

At the senior high level, students will participate in an expanded program of job skill development activities. The expansion will include three phases--involvement of more students in ongoing training programs; development of additional training opportunities; development of increased work experience opportunities. Finally, an interdisciplinary program which relates the respective high school subjects to each other and to the world of work will be developed and refined.

B. Cooperative Education -- The Keene High School has been very progressive in the development of work experience and cooperative education programs. Development and expansion of these programs is supported by the local school boards in the Keene area and is considered an important part of local career development.

C. Intensive Job Entry Skill Training -- Under the project design consideration will be given to developing short term training through a series of mini-courses and after school electives utilizing existing school facilities or business and industrial sites.

D. Occupational Guidance, Counseling, and Placement -- Through inservice education and visits to field sites, a counseling and guidance program will be developed which features the use of teachers in the overall guidance program and which is designed around specific objectives. A placement office will be established to provide pupil placement service, to train work-study students for Employment Service occupations, to train vocational counselors, and to provide followup data on graduates.

STATE:	New Jersey
TITLE OF PROJECT AND PROJECT NUMBER:	Career Development - A Pre-School to Adult Model Program for the Hackensack, New Jersey School District 0-361-0022
DIRECTORS:	Robert A. Briant Supervisor of Vocational Guidance Thomas W. Gambino Director of Career Development 225 West State Street Trenton, New Jersey 08625
APPLICANT ORGANIZATION:	Department of Education Vocational Division State of New Jersey
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$397,159
DURATION:	June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Under the general supervision of the two co-directors employed by the State Department of Education in New Jersey and the specific supervision of the Director of Career Development for the City of Hackensack, the project will be operated through a Career Resource Center which is comprised of a team of specialists. The team staffing the Career Resource Center will include specialists in audio-visual media, job placement, public relations, school-industry coordination, library, and school community relations.

II. Program Design

The Career Resource Center, serving pre-school to adult students, will be responsible for carrying out the program of career development through its information activities, school-community relations, audio-visual productions, school-industry relations, and a career library. The Center will be a key vehicle for communications among all pertinent facets of the school and community. The program will provide through educational experience-pre-school to adult--a series of career development activities aimed at expanding involvement between the student, the school, the home, and the employing community. It will also aid the student in identifying interests and developing his occupational potential.

III. Program Components

A. Occupational Orientation -- The project will implement programs of broad occupational orientation from the preschool to the adult level. In the early school stages, technology for children, vocational awareness activities, and guidance and counseling will be implemented. At the middle school level, courses in introduction to vocations, homemaking education, and industrial education will be offered. Through field trips to Hackensack High School and Bergen County Vocational Technical School, summer career exploration programs, and guidance and counseling activities; students, adults, and out-of-school youths will have access to career exploration activities including special activities for alienated youths and for foreign-born youths and adults.

B. Cooperative Education -- Cooperative education opportunities will be available to students in the following areas: industrial education for special needs, health occupations, business education, home economics, and distributive education.

C. Intensive Job-Entry Skill Training -- Short-term intensive vocational education will be implemented for those students who are about to leave school and for adults, including the foreign born.

D. Occupational Guidance, Counseling, and Placement -- Vocational guidance will be provided throughout the program with intensive efforts in the last years of school directed to individual decision making and culminating with satisfactory placement for all students either in appropriate employment or further education and training. Placement services will be provided after completion of the intensive job-entry skill training.

IV. Unique Features

A. Career Resource Center

B. Technology for Children Projects

C. Introduction to vocations, grade 8, will involve "hands-on" occupational exploration for both regular and handicapped students.

D. Interdisciplinary approach affects a blending of academic and vocational into a single thrust producing a more comprehensive educational program.

E. Local staff reorganization contributes in the implementation and support of career development activities.

F. Close coordination with teacher training institutions.

STATE: New Jersey

TITLE OF PROJECT AND PROJECT NUMBER: Career Development - A Career Education Department from Pre-School to Adult Model Program for the Asbury Park, New Jersey School District V261003

DIRECTOR:
Kenneth M. Benus
Chairman, Career Resource Center
Asbury Park School District
Asbury Park, New Jersey 07712

APPLICANT ORGANIZATION:
Department of Education
Vocational Division
State of New Jersey

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $476,888

DURATION: June 1972 through May 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project will be administered through the joint efforts of the State Department of Education and the administrative staff of the local school district through a Career Education Department. Daily career education activities will be coordinated through the Career Resource Center.

II. Program Design

The project will provide broad career orientation and self-awareness activities at the elementary level, pre-K to 5, through the New Jersey Technology for Children Program. Broad career exploration and self-awareness components will be implemented in grades 6-7-8 through the New Jersey Introduction to Vocations Program. Senior high school students will be given additional opportunities for career exploration and further development of decision making techniques through career counseling, full- and part-time placement, vocational education programs, and intensive skill training programs for students not previously enrolled in vocational programs. Intensive occupational guidance and counseling will also help students in their last years of school to make wise career decisions. All students will be assisted in finding a job and/or further education and training opportunities after they leave the school system.

III. Program Components

A. Occupational Orientation -- Career awareness activities in the elementary grades will begin to establish attitudes and behavior patterns relative to growth in career awareness. These experiences include provision for the individual to begin exploring feelings of "self."

B. Career Exploration -- Career exploration activities will be implemented through manipulative, classroom, shop, and laboratory experiences in a wide range of vocational areas. Additional career exploration activities will be available through the cooperation of business and industry.

C. Cooperative Education -- Work experience will be provided through cooperative education programs in occupational areas related to industry, office occupations, home economics, and distributive education.

D. Occupational Guidance, Counseling and Placement -- Student profiles will be developed and maintained through the use of a computerized data bank. Information will be available through the computer about job openings and educational opportunities.

E. Other -- A computerized Human Resources Program will survey local community talent.

IV. Unique Features

Development of a computerized student profile data bank.

Development of a computerized Human Resources Program.

STATE:	New Mexico
TITLE OF PROJECT AND PROJECT NUMBER:	Tri-Cultural Vocational Exploratory Career and Work Experience Education Program 0-361-0040
DIRECTOR:	Mr. Raymond Gonzalez P.O. Box 158 Bernalillo, New Mexico 87004
APPLICANT ORGANIZATION:	Bernalillo Municipal Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$317,350
DURATION:	February 1971 - February 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The local project director will have full administrative responsibility for the exemplary program in the Bernalillo schools. He will employ a teacher-coordinator for vocational guidance, two work experience supervisors, one vocational counselor, and three para-professionals who are preferably former Indian students.

II. Program Design

All students K-12, will have access to occupational orientation and exploration, cooperative education and work experience, intensive guidance and counseling, and placement in postsecondary training or on a job. The operational setting encompasses five Indian reservations; and the student population is approximately 50% Indian, 40% Spanish-surnamed, and 10% Anglo.

III. Program Components

A. Occupational Orientation -- In K-6 the classroom teacher under the guidance of the district-wide teacher-coordinator, will expose the students to games, charts, story books, filmstrips and television on occupations. Learning skills in arithmetic, social studies, and language arts will be related to occupational skills. In grades 4 to 6 activities will expand to guest speakers and field trips, and in grades 7 and 8 to role testing and simulation.

B. Cooperative Education -- Students will be transported to Albuquerque from the Bernalillo area for exploratory work experience designed for observation and sampling of work conditions, for general work experience designed to assist them in the acquisition of desirable work habits and attitudes, and for vocational work experience in the specific occupation for which their school courses are preparing them.

C. Intensive Job-Entry Skill Training -- Students will be provided access to intensive training through the vocational programs in Albuquerque and through manpower development skill training in the area. A qualified counselor will assist them in locating and securing entry into suitable training.

D. Occupational Guidance, Counseling, and Placement -- The total program is geared to occupational guidance and counseling through classroom, work exploration, and work experience activities. Students will be given access to application forms, interviews, representatives from business, industry and government during school time, and to job leads and occupational counseling by the N.M. State Employment service. Students will be assisted through the program in securing post-secondary training and part-time employment if they wish to continue their education.

IV. Unique Features

A. Indian- and Spanish-surnamed paraprofessional persons will work with students.

B. Occupational information, where possible, will be provided in the language of the home.

C. Transportation will be provided for the cooperative education student when needed, and employers will be reimbursed for unusual expenses due to work experience programs.

D. The program serves a large rural area which has a tri-lingual, tri-cultural population, and a severely deprived economic situation.

STATE: New York

TITLE OF PROJECT AND PROJECT NUMBER: Guided Occupational Orientation-Training and Job Placement 0-361-0143

DIRECTOR:
Mr. Sidney L. Johnson
Assistant Superintendent for
Occupational and Continuing Education
Syracuse City School District
409 West Genesse Street
Syracuse, New York 13202

APPLICANT ORGANIZATION: Syracuse City School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $544,055

DURATION: February 1971 through January 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project Director is Assistant Superintendent of Schools and will spend approximately 20% of his time on the project. He will have two assistant directors - one for elementary and one for secondary; four instructional supervisors; a coordinator for the elementary level; and teachers presently in the school system.

II. Program Design

This project is designed to modify a school system so the resulting program will recognize occupational information and skill attainment as inspirable components of learning stages and exercises from pre-school and kindergarten upward. Orientation will commence at the start of the primary education and continue through the fourth grade. Beginning with the fifth grade guided occupational orientation and skill training will commence. The "learning by doing" process will be intensified and continue through the 8th grade or age sixteen. At this point counseling, simulation of industries and crafts in the schools, general work experience on the job with continuing part-time basic education, and cooperative education in a chosen career field, will be utilized; and postsecondary, technical, and preparation for higher education will emerge as the continuum of the system.

III. Program Components

A. Occupational Orientation -- An occupational orientation program is presently included in grades K-4. Fifth and sixth grade students will receive a Learning Activity Package (LAP) and will learn about occupations through displays and labs in two mobile vans.

B. Cooperative Education -- Designed to serve students 16 and older identified as potential dropouts and out-of-school youths who will be encouraged to return. Four Occupational Resource teachers will be appointed (one in each school). They will serve as counselors, and will supervise work-experience through regular visits to job stations. In Central High School, the school with the most disadvantaged students, an academic core center will be established with one teacher to work with students in the work-experience program. The core teacher will complement the work of the regular teacher.

C. Intensive Job-Entry Skill Training -- After counseling, if a student still wishes to leave school, he will be provided with intensified proficiency training in a selected occupation so he can qualify for employment at an entry level. Students will be offered participation in work-experience programs.

D. Occupational Guidance, Counseling, and Placement -- Counseling and guidance will be provided by Occupational Resource Teachers. Graduating seniors will be given a list of job vacancies by the Employment Service counselor and will be encouraged to apply for jobs. Students will be released from school for interviews and will report outcome to the Employment Service counselor.

IV. Unique Features:

A. Integration of occupational education in all curriculums in junior high schools.

STATE: New York

TITLE OF PROJECT AND PROJECT NUMBER: Career Education Project
V261012

DIRECTOR: Mr. John P. Murray
Supervisor, Special Guidance Projects
Buffalo Public Schools
Buffalo, New York 14202

APPLICANT ORGANIZATION: Buffalo City School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $903,790

DURATION: June 1972 through June 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Project Director is Supervisor of Special Guidance Programs in the Buffalo City Schools. A Career Education Advisory Committee, consisting of central office administrators who direct education programs, will be formed to plan career education activities, and generally administer the project. Career education teams consisting of teachers of industrial arts, home economics, business education, art, and music teachers and guidance counselors will be established in the Career Education Resource Centers located in three junior high/middle schools. The teams will work as consultants to teachers, coordinators, and program developers. An advisory committee of community representatives will provide support to the project.

II. Program Design

The project is designed to establish Career Education Resource Centers at three junior high/middle schools which will in turn each serve three feeder elementary schools. At age 9 students should understand the concept of work, by age 12, students will be familiar with the broad families of occupations, and by age 15 a student will be able to assess his or her own potential and to participate in making informed decisions regarding his immediate educational and occupational goals. Programs established and implemented through this project will articulate into existing programs of occupational training, including cooperative education programs.

III. Program Components

A. Occupational Orientation -- Career education teams consisting of teachers of industrial arts, home economics, business education, art and music, and counselors will be established in each Career Education Resource Center. These teams will serve as consultants to teachers in the incorporation of career education concepts into the regular instructional program, the coordination of field trips, the utilization of material and equipment in the Centers, and in the development of a systematic career education and placement counseling program. The middle, center, and junior high schools will continue to offer exploratory programs in home economics, industrial arts, business education, art, music, and career counseling.

B. Cooperative Education -- Efforts are continually made by the Buffalo Public Schools to expand and improve the current 46 occupational program offerings at the high school level, including cooperative education opportunities.

C. Occupational Guidance, Counseling, and Placement -- Inservice training will be provided for counselors housed both in the satellite instructional units (elementary schools) and in the Career Education Resource Center. Among the guidance and counseling activities to be undertaken are: (1) career education group guidance sessions, (2) individual and group counseling, (3) career education fairs, and (4) self-concept development activities. Career Education Counselors assigned to the participating schools will be responsible for the coordination and implementation of career education activities for students and parents.

IV. Unique Features

Installation of a career education program through the Resource Center concept.

STATE: North Carolina

TITLE OF PROJECT AND PROJECT NUMBER: The Implementation of A Comprehensive Occupational Education Program in a Rural School System 0-361-0133

DIRECTOR:
Riley O. Carroll
Director of Occupational Education
Wake County Schools
Box 6526
2302 Noble Road
Raleigh, North Carolina 27608

APPLICANT ORGANIZATION: Wake County Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $382,949

DURATION: June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Project Director reports to the Wake County Superintendent of Schools through the Director of Instruction. He is responsible for directing project staff in conjunction with the principals of the participating schools. An advisory council will be appointed for development and evaluation. Project staff include an associate project director, an elementary occupational information specialist, a middle grades counselor coordinator, a general occupational education coordinator, a high school counselor coordinator, special courses personnel, and five paraprofessionals. They will work with teachers and counselors in the three schools involved.

II. Program Design

Three schools in a rural educational system -- an elementary, middle, and high school -- will participate in the project to demonstrate an articulated, continuous instructional program in vocational guidance, orientation, and instruction. An Occupational Resources Center will be established for the middle grades. Intensive training will be initiated through a vestibule program in junior and senior high schools. In-service training will be continued throughout the program.

III. Program Components

A. Occupational Orientation -- This will be considered an integral part of the elementary curriculum and will be introduced mainly in social studies. Field trips, guest speakers from the community, supplementary curricular materials, and high school co-op students as guest speakers will be used. The elementary occupational education specialist will assist teachers in selecting materials and arranging special programs and will conduct inservice training seminars.

The Middle Grades Program will be centered in the Occupational Resources Center managed by the middle grades counselor coordinator. The center serves as a centralized source of occupational materials for students and teachers; as a locale for individual counseling, occupational orientation, and point of departure for field trips; as a locale for the group guidance program; and as a curriculum laboratory and site for inservice seminars and workshops. It will supplement existing courses such as industrial arts, home economics and agriculture by the provision of information on and orientation to occupations not included in the existing curriculum. In this way, an effort will be made to cover the total range of the occupational structure.

B. Cooperative Education -- Expansion of cooperative education will place special emphasis on placing students in stations in a metropolitan area.

C. Intensive Job-Entry Skill Training -- Vestibule training is incorporated into the school program. Short-term intensive programs are offered to students after they have decided to drop out or immediately prior to graduation. Skilled craftsmen from the community will be employed to serve as instructors for short courses, thus expanding the resources available to a rural school.

D. Occupational Guidance, Counseling, and Placement -- The school will undertake placement services for all students who leave school, before or after graduation. The high school counselor-coordinator provides this service. A system--wide attribute information dossier will be collected for each student in the middle grades. Concentrated effort will be made to individualize each students' program and to identify and reach potential dropouts.

Other guidance and counseling activities are described under occupational orientation above.

IV. Unique Features

A. Cooperative training opportunities for rural youth.

B. Utilization of skilled craftsmen as part-time instructors for the purpose of expanding training opportunities in rural areas.

STATE: North Dakota

TITLE OF PROJECT AND PROJECT NUMBER: A Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work 0-361-0047

DIRECTOR:
Larry G. Selland
Supervisor of Exemplary Projects
State Board for Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

APPLICANT ORGANIZATION: North Dakota State Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $310,575

DURATION: June 1970 - June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will report directly to the State Director of Vocational Education. He will coordinate and supervise all aspects of the project, working with the State Director of Guidance Services and the Supervisors of Vocational Guidance. An advisory group will be utilized for program development and evaluation. Four area guidance counselor consultants will comprise the project director's staff. The project includes inservice training and curriculum workshops for teachers, administrators, and counselors in the local schools. The area consultants will provide supervisory services to facilitate vocational guidance programs in the local schools.

II. Program Design

This program will be initiated in a single operational setting to be used as a demonstration for ultimate statewide implementation. Workshops will develop occupational orientation guidelines for elementary and secondary activities which will be disseminated by the area consultants. The project director and consultants will provide inservice training for the teachers and counselors involved, guidance services to schools without counselors, and consultative services to schools with guidance programs. An institute will be held to upgrade counselors for occupational guidance. Exploratory work experiences and samplings of occupational training in post-secondary institutions will also be included in occupational orientation programs. Inservice training programs will be held for seniors, recent graduates, or dropouts. Training programs will be limited to the larger towns where adequate facilities and cooperative training stations exist. Then programs will be held primarily during the summer months to enable more students to participate.

III. Program Components

A. Occupational Orientation -- Area guidance counselor consultants will provide training and services to teachers and counselors to initiate the orientation program. The program includes exploratory work experience and sampling of five clusters at a postsecondary institution.

B. Cooperative Education -- For this program, cooperative education is included chiefly in intensive job-entry skill training.

C. Intensive Job-Entry Skill Training -- Students are eligible who have not had access to vocational education and who are in their last year of school, have just graduated, or have dropped out. The program will be limited to the larger towns where facilities and cooperative training stations are available, and will be held primarily in the summer to enable as many students as possible to participate. The program will involve mornings spent in classrooms and afternoons in cooperative education stations and will include initial job placement.

D. Occupational Guidance, Counseling, and Placement -- Area consultants will provide services to schools without counselors and will assist and upgrade present counselors in occupational guidance. Also they will select, develop, and disseminate occupational information and will assist in placing students in further training programs and initial jobs.

IV. Unique Features

A. An opportunity will be provided for potential dropouts and disadvantaged students to spend 5 weeks at a residential post-secondary vocational-technical institution for the purpose of sampling various occupational training programs.

B. Career orientation at elementary and secondary levels will be totally integrated into subject matter areas.

C. Project ties in with revision of North Dakota's social studies curriculum grades 1-12.

STATE:	Ohio
TITLE OF PROJECT AND PROJECT NUMBER:	Developmental Vocational Education Project 0-361-0154
DIRECTOR:	William Sims Cleveland Board of Education 1380 East Sixth Street Cleveland, Ohio 44114
APPLICANT ORGANIZATION:	Cleveland Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$461,436
DURATION:	September 1970 - August 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Deputy Superintendent of Schools in Cleveland will have administrative authority for the program. The project manager reports to the city Director of Vocational Education and coordinates the program with school principals concerned. He is assisted by work orientation coordinators, lay aides, and consultants. Provision has been made for advisory input from Model Cities at all administrative levels.

II. Program Design

Cooperation with local manpower agencies will be promoted by students' visits to company work sites and work experience. Career development programs will be initiated in elementary schools. Industrial arts will be restructured at the junior high level. The senior high vocational program will be restructured to lead the student through a process of sampling different occupational skill areas and eventually narrowing his choice on the basis of experience. At grade 12, all students in vocational education courses will participate in cooperative education. Work orientation coordinators will guide students at each level in decision-making.

A pyramid approach will be implemented, in which a broad informational-orientation approach at the elementary level moves to an orientation-exploratory approach at junior high to an exploratory-preparational approach at the senior high level, thus providing the student with the information necessary to make decisions at each step.

III. Program Components

A. Occupational Orientation -- This component includes student acquisition of information on the broad range of occupations available and student orientation to the world of work through multi-faceted experiences including field trips, work simulation games, role playing, and exposure to experience with basic job operations. Occupational orientation is also provided through the injection into social studies and language arts classes of special units on the world of work, a career information center in the school library, floating work orientation teachers to assist elementary teachers in developing orientation activities, and trips to local junior high schools to perform a number of simulated tasks.

In the junior high program, students will begin to sample different job areas through study and experiences. All 7th grade students will participate. In grades 8 and 9, participation will become optional but facilitated by transferability between academic and vocational curriculums at any time. Activities include a model industrial system, field trips, group counseling sessions, a career information center in each junior high school library, and parent-pupil clubs.

The senior high school will also have a career information center and exploratory programs enabling students to sample job skills in greater depth.

B. Cooperative Education -- In grade 12, all students in vocational education will enter a work-study program, which should also facilitate their placement upon graduating.

C. Intensive Job Entry Skill Training -- From grade 9 through high school and beyond students who leave school before graduation or who graduate with insufficient skills for obtaining a job will have access to: work-study projects, the manpower training centers, a pre-technical program designed to prepare for passing entry level tests for apprenticeship or industry training programs, skill up-grading programs for out-of-school youth and adults, the Woodland Job Center engaged in a cooperative program with General Electric and General Motors, and the Cleveland Extension High School which opens new programs on the basis of demand.

D. Occupational Guidance, Counseling, and Placement -- Work orientation coordinators will guide students in decision-making at each level of the program. Group guidance sessions, career information centers, and counseling and testing for junior and senior high students, are some of the methods to be used. The work-study program for seniors will assume responsibility for placing the student in a job or further schooling.

IV. Unique Features

A. Model Cities Coordination

B. Differentiated staffing, utilizing work orientation teams of professional teachers and paraprofessional vocational technicians.

STATE: Oklahoma

TITLE OF PROJECT AND PROJECT NUMBER: An Exemplary Comprehensive Occupational Orientation Vocational Education Program for Selected Oklahoma Schools 0-361-0123

DIRECTOR:
Ralph Dreesen
Chairman of Exemplary Programs
State Department of Vocational Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

APPLICANT ORGANIZATION: State Department of Vocational and Technical Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $337,674

DURATION: August 1970 through August 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The State Director of Vocational Education is responsible for general administration of the program. A coordinator will be selected. A local director of exemplary programs will be directly in charge of training. Vocational counselors, cooperative teachers, occupational cluster teachers and vocational club coordinators will be employed.

II. Program Design

The project will operate in selected Tulsa public schools (5 elementary and 2 junior high schools which feed into one selected inner-city high school). Program will provide vocational orientation in the elementary and junior high schools, 10th grade cluster skill training, 11th and 12th grade cooperative training for disadvantaged students and intensive skill training for seniors and dropouts.

III. Program Elements

A. Occupational Orientation -- Special interest clubs will be formed for 5th and 6th grade students in areas such as electronics, horticulture, cooking and drawing. Volunteer sponsors (businessmen and craftsmen) will work with the coordinator. A career orientation course will be offered to 7th grade students; and 8th and 9th grade students will have the opportunity to explore career clusters. Simulated work experiences will be provided on a rotating basis. When these students enter the 10th grade, the skill training phase begins in four of the jobs selected by the student.

B. Cooperative Education -- Students in the 11th and 12th grades, after completion of skill training in the 10th grade, may enter the regular vocational program in the high school, the area vocational school, or the cooperative program. The cooperative program is based upon the distributive education concept, but will offer a wider variety of training opportunities. A "big brother" system in which a craftsman is encouraged to sponsor a trainee will be initiated.

C. Intensive Job Entry Skill Training -- Short-term intensive training programs will be developed for students in grades 10 to 12 and for dropouts. An intensive six weeks skill training program will be offered at an area school during October and November for students who did not enroll in school following summer vacation. These students will be recruited through school records, local employment offices and radio and television spot announcements. A one-semester program will be offered to graduating seniors with no previous vocational training in areas of critical demand by business and industry. Program will include on-the-job training the last nine weeks.

D. Occupational Guidance, Counseling, and Placement -- A team of vocational counselors will be working under the local director and will be available to all teachers and students at any level of the program. The full-time coordinators of programs for student instruction will be responsible for placement of students after schooling. State personnel will assist in placement and provide occupational guidance and counseling.

IV. Unique Features

A. Special interest clubs for 5th and 6th grade students in areas such as electronics, horticulture, cooking, etc., sponsored by the volunteers from business, trades, and industry.

B. The Cooperative System component will include a "Big Brother" system by which craftsmen will be encouraged to sponsor a trainee for his on-the-job training activities.

STATE: Oregon

TITLE OF PROJECT AND PROJECT NUMBER: Project VIGOR 0-361-0055

DIRECTOR: Omer K. McCaleb
Director of Career Education
David Douglas School District #40
Portland, Oregon 97236

APPLICANT ORGANIZATION: David Douglas School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $330,900

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project will have two full-time administrators -- the project director and the assistant director, both of which are district positions serving grades 1-12. The director will supervise cluster instructors, work experience coordinators, guidance specialists, and members of the advisory committees for the occupational areas and the central advisory committee.

II. Program Design

Project VIGOR is aimed at area-wide implementation of vocational orientation, guidance, work experiences and placement from grades 1 to 14. With this project vocational orientation and guidance will be formally implemented in grades 1 to 14. Teacher training will prepare teachers at all levels so that the major vocational thrust can be carried by them, particularly at elementary and middle school levels. Structures have been developed to insure ongoing, direct involvement of business, industry, civic, educational, and government representatives.

The program demonstrates a model vocational education system within elementary schools, middle schools, a high school, and a community college. Components are: vocational orientation, grades 1-14; vocational exploration, grades 7-12; vocational guidance, grades 1-14; vocational relevance of general curriculum, grades 1-14; clusters of job families for vocational curriculum, grades 11-12; work experience, grades 11-12; articulation of program, grades 1-14; program evaluation and followup; and community-program cybernetics.

III. Program Components

A. Occupational Orientation -- Elementary teachers (1-6) will be given inservice instruction, published materials, and workshops designed to prepare teachers for motivation of students toward active classroom vocational involvement. Library and audio-visual materials, classroom supplies and materials (including textbooks where applicable) will be provided. A course in Vocational Exploration will be developed for all 7th and 8th grades, based on a program in Oregon, "Self Understanding Through Occupational Exploration", which links general education, guidance, and occupational orientation. Exploratory work experience will extend through the 9th grade.

B. Cooperative Education -- Potential or actual dropouts will be phased into short-term intensive training with a cooperative component, using community college and night school programs.

C. Intensive Job Entry Skill Training -- Students who are handicapped or about to leave school will be placed in special programs utilizing the service of the Department of Vocational Rehabilitation, night school programs, and Mt. Hood Community College.

D. Occupational Guidance, Counseling, and Placement -- 14 specialists will be supervised by the Vocational Guidance Coordinator who will articulate and relate vocational information, materials, program needs and data to the counselors and teachers, grades 1-12. Specific vocational resource centers in each school building will be available for students.

E. Other -- The community college involvement is chiefly the coordination of secondary to the postsecondary programs, so teachers, counselors, students and parents see program sequences and opportunities, and coordinated guidance, evaluation and followup.

IV. Unique Features

A. Implementation of cluster curriculum at secondary level that is coordinated with postsecondary training.

B. Provision of exploratory work experience for students before selection of an area of preparation.

C. Bringing handicapped and disadvantaged into general vocational curriculum.

D. Integration of vocational and academic education into one general education program.

STATE: Pennsylvania

TITLE OF PROJECT AND PROJECT NUMBER: Selected Functional Components of a Vocational Education Counseling System for Urban Youth 0-361-0149

DIRECTOR:
Robert G. Lamping
Director, Pittsburgh Public Schools
Occupational, Vocational, and
Technical Education
635 Ridge Avenue
Pittsburgh, Pennsylvania 15212

APPLICANT ORGANIZATION: Pittsburgh School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $468,451

DURATION: February 1971 through January 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will devote approximately 10 percent of his time to this project; the project supervisor will spend his total time with the project. Teachers presently employed in the Pittsburgh public school system will be provided inservice training through exemplary program funds and will be utilized for implementation of the project. Consultants will be employed for approximately 30 days.

II. Program Design

Program will extend counseling system presently operating in Pittsburgh area to elementary, junior high, and secondary schools in Model Cities Area. Purpose is to provide occupational information, guidance and counseling at three specific times: (1) Career Orientation in elementary school; (2) Opportunity for cooperative work experience programs for high school students enrolled in skill-centered courses; (3) Placement for high school graduates.

Counseling services will also be provided for high school students who are not enrolled in vocational courses. Includes industry sites for skill training and provision of supplementary services -- remedial work and vocational counseling. Above outlined system should correct or minimize inconsistency of counseling function.

III. Program Components

A. Occupational Orientation -- Occupational orientation will be offered to elementary students in public and parochial schools in Model Cities Area by a team of itinerant teachers.

A career resource center will be established at a selected site within the Pittsburgh District in either an unused elementary school or other facility through which junior high students will be rotated for exploratory activities.

B. Cooperative Education -- Students enrolled in any secondary vocational education course may initiate a cooperative work-experience activity. Work-experience coordinators in the public school system enter program here and function as liaison between industry and the teacher.

C. Intensive Job Entry Skill Training -- A short-term program will be available to "educationally alienated" students through contracts with businesses to provide skill training. The school will supply related supplementary services. Fifteen new programs to provide entry-level skills will be offered at the Connelly High School (Model Cities school).

D. Occupational Guidance, Counseling, and Placement -- Counseling services will be expanded from the secondary level to the elementary level. Work-experience coordinator works with students in securing placement after graduation.

IV. Unique Features

A. Career resource center through which students are rotated for exploration purposes.

B. Model Cities coordination.

C. Flexible, comprehensive approach to the development of the human being.

D. Unique approach to cooperation between private and parochial agencies and the public system.

STATE: Rhode Island

TITLE OF PROJECT AND PROJECT NUMBER: A Human Resources Career Development Model for Pawtucket, Rhode Island in conjunction with the Pawtucket Model Cities Agency
0-361-0155

DIRECTOR: Edward M. J. Melucci
Director, Survey of Pre-vocational and Vocational Curriculum for
Pawtucket School System
Pawtucket, Rhode Island 02860

APPLICANT ORGANIZATION: Pawtucket School Department

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $312,705

DURATION: March 1971 through February 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

This project will be administered by a project director who is responsible to the Superintendent of the Pawtucket School Department. The project director will organize a variety of committees to assist him in the various components of the project. In addition, an Advisory Committee will provide the basis for the overall guidance and direction of the project.

II. Program Design

The program is designed to operate at three levels: elementary school, middle school and high school; with a primary focus on students enrolled in schools in the model neighborhoods.

The general curriculum features of the proposed project may be depicted within the shape of a pyramid with a broad base occupational orientation at the elementary level, occupational exploration at the middle school level, and specific - including cooperative and intensive-training programs at the senior high level. Guidance will be a common thread running through all grade levels and a placement director will serve the high school students, not only in easing the transition from school to work, but also in securing valuable feedback data regarding the adequacy of the schools' occupational programs.

III. Program Components

A. Occupational Orientation -- The program for the two elementary schools will be directed at occupational orientation with a goal of making occupations a core around which much of the other instruction will revolve. Career packages, involving a broad range of occupations, will be employed. Television equipment and relocatable classrooms are features of this component. The classrooms will give the students the opportunities to explore the use of simple tools and materials associated with selected occupations.

B. Cooperative Education -- Cooperative education programs will be established in health occupations, diversified occupations, distributive occupations, and business and office occupations. Local funds have been budgeted for the employment of qualified coordinators and for the purchase of specialized classroom equipment for these programs.

C. Intensive Job Entry Skill Training -- Intensive training programs will be organized for students who are approaching graduation and who do not have salable skills, and for similar students who have elected not to complete high school. These will be offered at times and in program areas that, in the judgment of the Advisory Committee, are in harmony with employment opportunities in the Pawtucket Area.

D. Occupational Guidance, Counseling, and Placement -- The guidance counselor will work with each student and his parents in the future refinement of career plans. Other teachers at the high school and the social workers assigned to the project will assist in the process. A placement office will be established to assist students in making the transition from school to work and in providing feedback information regarding the adequacy of the occupational training programs.

IV. Unique Features

A. Model Cities coordination

B. Relocatable classrooms

STATE: South Carolina

TITLE OF PROJECT AND PROJECT NUMBER:
"Exemplary Project in Career Education
in South Carolina Region V
0-361-0006

DIRECTOR:
Stuart R. Brown
Director
Region V Educational Services Center
P.O. Box 1069
Lancaster, South Carolina 29720

APPLICANT ORGANIZATION: Lancaster County Board of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $346,226

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Funds are being channelled through the Lancaster County Board of Education. Because the project will be operational in four districts, including Lancaster County, it will be administered by the Director of the Region V Educational Services Center. The staff of the Center is employed by funds cooperatively furnished by nine school districts. In addition to the services of the Director, a full-time coordinator, industrial specialist, vocational orientation counselor, placement specialist, and the staff of four school districts will be utilized.

II. Program Design

The project establishes five components. The first component, involving curriculum development to teach academic and vocational education through an interdisciplinary approach, will be operational in all four districts concerned. The intensive training component will be operational the first year only in Chesterfield County; the guidance, placement, and followup component, only in Lancaster County; the elementary and secondary vocational orientation only in Kershaw County. All four districts have pledged themselves to the implementation of all components by the second year of the project.

III. Program Components

A. Occupational Orientation -- Utilizes the model established at Wayne State University and the Detroit, Michigan City Schools. Each school subject will be related to career guidance where possible. Some specific activities will be counseling; dissemination of information through individual classes and school activities; utilization of field trips and speakers;

meetings with parent groups, community agencies, and neighborhood organizations; and the provision of consultative services.

B. Cooperative Education -- An industrial specialist will establish a cooperative agreement between industry and the school to provide opportunities for students enrolled in specific skill training to receive on-the-job experience as a part of the educational program. A placement service will be established to serve other than vocational students, to coordinate part-time employment for all students, and to assist in securing full-time employment for graduates.

C. Intensive Job Entry Skill Training -- The program will train seniors in job entry skills by the provision of training designed to meet critical job market needs and students needs and abilities. Such training will be set up in conjunction with the adult education program. Four training opportunities are being considered for the first year.

D. Occupational Guidance, Counseling, and Placement -- Each graduating senior will be placed in college, post high school technical training, or gainful employment. As a part of the evaluation, changes in curriculum will be viewed as they are necessary to match the job market and the desires of the students.

E. Other -- Under-achievers will be selected for the Vocational Interdisciplinary Program component (VIP), which will attempt to increase the motivation of students enrolled in vocational training by the provision of learning experiences correlating English, math, science, and a vocational training activity. A team of teachers (vocational, science, math and English) with common planning periods will develop and implement interdisciplinary curricula in the following areas: machine technology, electronics, and electricity.

IV. Unique Features

A. Interdisciplinary curriculum for underachieving students.

B. Program components will be piloted in four separate districts with the intent that all components will be operational in all four districts the second year.

STATE: South Dakota

TITLE OF PROJECT AND PROJECT NUMBER: K through 12 Project of Career Development Occupational Counseling, and Bridging the Gap between School and Work. 0-361-0159

DIRECTOR:
Mr. Clayton Carlson
Watertown Intermediate SD No. 1
200 Ninth Avenue, NE
Watertown, South Dakota 57201

APPLICANT ORGANIZATION: Watertown Independent School District #1

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $311,071

DURATION: September 1970 through September 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project will be administered by the Watertown Independent School District under the guidance and supervision of the South Dakota State Board for Vocational Education. Specific responsibility for the administration will be with the project director. The project staff will work with the district staff through the regular administrative structure.

II. Program Design

Program is designed to include all students of public and private schools within the Watertown District. It will include the integration of occupational information into the elementary curriculum (K-6); the implementation of programs of occupational information, orientation, and exploration into the secondary curriculum (7-12); the identification of disadvantaged and handicapped students and a program of cooperative education designed for them; an intensive occupational counseling program; and an intensive program of vocational education for those leaving school who have not been previously enrolled in vocational education.

III. Program Components

A. Occupational Orientation -- At the elementary level the program will integrate occupational information into the regular program. At the junior high level the program will expand to include such exploratory activities as an industrial assembly system in a school laboratory, work observation, part-time work assignments, field trips, and information and counseling sessions. At the senior high level these activities will be continued and expanded by the addition of career preparation programs.

B. Cooperative Education -- Monies from Part G of the 1968 amendments will be utilized to establish cooperative education programs for the disadvantaged student who has been able to establish an occupational goal.

C. Intensive Job Entry Skill Training -- Programs designed to provide specific training in job entry skills will be developed and implemented for students who are ready to graduate or drop out and who have need for this type of training.

D. Occupational Guidance, Counseling, and Placement -- An inservice training program will be conducted for counselors within the District and an occupational counselor will be employed to insure the implementation of a total program of occupational counseling with vertical articulation ending in placement.

IV. Unique Features

A. The project serves as the central focus in the State for all exemplary activities of the nature designated in the program design and components. All other similar activities to be developed in the State will be coordinated through this project and correlated with State goals and objectives. A State organizational structure has been developed to insure communications between all activities.

B. Target population of the project is 100 percent of the students in the Watertown District.

C. The project emphasizes meeting the needs of rural students who are making the transition into an urban, industrial world of work.

STATE: Tennessee

TITLE OF PROJECT AND PROJECT NUMBER: Project SPAN - An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students 0-361-0015

DIRECTOR:
James E. Hugueley
Northside High School
1212 Vollentine
Memphis, Tennessee 38104

APPLICANT ORGANIZATION: Memphis City Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $391,353

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Director of Vocational Education and his supervisory staff in the Memphis City Schools heads the total program, assisted by project coordinator. The staff includes: a curriculum specialist, a job development coordinator, teacher aides, and target area school principals, cooperative coordinators, and teachers.

II. Program Design

The elementary level program provides laboratory experiences in occupational skills, films on TV, and educational inserts. The middle school will integrate an occupational guidance series into the industrial arts and home economics programs. The high school level will utilize a Vocational Guidance and Job Development Center located at the target area high school, a cooperative program, a basic skill program during the summer and after school, and programs for dropouts. A computer system will be set up for job placement and followup the second and third year.

One high school will be used as the target area, and students from two junior high schools will be involved. Fourteen elementary schools will receive materials and assistance from the Center. All Memphis 5th and 6th graders will take part on a voluntary basis; 13 percent of the total student population will participate.

III. Program Components

A. Occupational Orientation -- Occupational orientation is provided in the elementary and middle school programs.

These programs include occupational elements in films and lab experiences for K through 6 and educational inserts in industrial arts and home economics courses in grades 7 through 9.

B. Cooperative Education -- Work experience will be provided for 12th grade students. Second or third year vocational enrollees and non-vocational students will participate in cooperative education after taking a summer or after school program of skill orientation. Coordination will be handled through the job developer and co-op coordinators in the Center.

C. Intensive Job Entry Skill Training -- A program will be developed through the Center to train high school students in "quick shot" programs. This will be included with the cooperative program for non-vocational students.

D. Occupational Guidance, Counseling, and Placement -- The program basically provides occupational guidance information and techniques, K through 14. The main guidance and placement efforts are handled through the information and placement center for high school students.

IV. Unique Features

A. Utilization of educational television for the delivery of vocational orientation programs.

B. Development of a computer system approach to job placement.

C. Redirection of industrial arts and home economics to provide occupational orientation.

D. A "quick shot" occupational skills program leading to employment for potential dropouts.

STATE: Texas

TITLE OF PROJECT AND PROJECT NUMBER: Vocational Opportunities Integrated in Current Education (VOICE) 0-361-0158

DIRECTOR:
Louis U. Antu
Program Specialist
San Antonio Independent School District,
Area III
1118 Guadalupe Street
San Antonio, Texas 78207

APPLICANT ORGANIZATION: San Antonio Independent School District

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $472,011

DURATION: August 1970 through August 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project coordinator will be full-time and will have a position equal to a principal. He reports directly to the Deputy Superintendent for Area III, San Antonio Independent School District, and is directly related to vocational staff (counselors, cluster instructors, work coordinators, and team leaders of youth tutors).

II. Program Design

This project is a cooperative effort between the school district and community resources to establish a guidance and counseling program for young people. The impact of this project will be in the Model Cities Neighborhood Area. The major focus is to provide in-school and community-based guidance and counseling services at the elementary school level. In junior high, the effort will be directed to developing curriculum which relates occupational education to standard academic subjects. The ongoing bilingual vocational office education program will be provided during summer months and/or after school hours; every effort will be made to enroll these students in cooperative education during the regular term.

III. Program Components

A. Occupational Orientation -- Six curriculum specialists in guidance and counseling will be assigned to a team, and a vocational guidance coordinator will be added. The team will relate vocational materials to the academic curriculum grades 1-12, with emphasis in grades 2-6. A Vocational

Resource Center which will ultimately be established in each building will provide specific materials to broaden the student's concept of the world of work. In junior high, a course entitled Construction Vocations Orientation (CVO), will be developed to introduce students to occupations in construction and building.

B. Cooperative Education -- Available in the present operational structure are cooperative education programs in the following areas: office, industry, agriculture, homemaking and distribution.

C. Intensive Job Entry Skill Training -- Intensive job entry skill training will be offered in engine tune-up, welding, furniture refinishing, health occupations and drafting.

D. Occupational Guidance, Counseling, and Placement -- In senior high, one vocational counselor will direct approximately 20 tutors who will be available to counsel students. In addition, vocational guidance specialists and counselors will be added at each level. The project coordinator will direct the currently successful ongoing placement program.

IV. Unique Features

A. Model Cities coordination and parental involvement through advisory groups.

B. Youth-tutoring-youth program.

STATE:	Utah
TITLE OF PROJECT AND PROJECT NUMBER:	Diversified-Satellite Occupations Program 0-361-0056
DIRECTOR:	Hilda Jones Assistant Superintendent Pupil Services Granite School District 340 East 3545 South Salt Lake City, Utah 84115
APPLICANT ORGANIZATION:	Granite School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$317,350
DURATION:	July 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Granite School District superintendent has overall administrative control. The Diversified-Satellite Occupations Program director is under the Director of Vocational Education in Granite School District. He coordinates with other directors and instructional staff of the schools involved, and supervises two center coordinators, a psychologist, a project coordinator, instructors, counselors, vocational field workers, and employment security counselors.

II. Program Design

This project contains four interdependent components and emphasizes occupational guidance, work experience, and programs for bilingual-bicultural students and handicapped students. It is a "Multi-faceted endeavor involving several aspects and combinations of occupational guidance and work experiences." Chief emphasis is placed on individualized instruction.

Four schools will be used initially for classrooms and shops or labs during the day, and all high schools in the district for extended school day classes. The Diversified-Satellite Occupations Program will maintain a program of activities separate from the regular schedules of the schools whose facilities are being used. Buses will be used to transport personnel and students where needed.

III. Program Components

A. Occupational Orientation -- Occupational information will be introduced into the regular curriculum at the 5th and 6th grade levels. Field trips and laboratory experiences will be included. An intensified program of identification of potential dropouts will be conducted in the 10th grade and social workers will hold case conferences with junior high counselors regarding subsequent placement of the 6th graders in junior high schools. Vocational orientation teachers will meet with probable dropouts for half their school day to provide basic skill training and occupational orientation.

B. Cooperative Education -- Two centers will be used to coordinate efforts to provide work experience. A cooperative referral plan will be developed through which students can be referred from all schools of the district. A diversified-occupations coordinator for job placement and industry-business-community relations will be assigned to each center. Curriculum revision workshops will be held to align contents of instructional and guidance programs to the needs of the students and businesses involved. Students attend class at the center for three hours and work for the rest of the day.

C. Intensive Job Entry Skill Training -- Specialized and individualized programs will be features of the overall program so that potential dropouts and students who change their minds during their senior year can enter programs for the acquisitiom of salable skills. Coordination with the adult education program will enable a student to begin and complete work at any point during the school year.

D. Occupational Guidance, Counseling, and Placement -- This includes an inservice workshop for all secondary school counselors with funds for substitute counselors to free regular counselors for field work with employers. It provides for employing two vocational field workers for testing; for Employment Security personnel to work directly with students and counselors; and for reciprocal intern programs with Employment Security. The guidance and counseling program will be articulated at all levels of school.

IV. Unique Features

A. Special programs for bilingual-bicultural students and for handicapped students.

B. Intensified program of identification of potential dropouts at the 6th grade level.

C. Provision of individualized learning experience.

STATE: Vermont

TITLE OF PROJECT AND PROJECT NUMBER: Integrated Vocational Education Program
1-361-0172

DIRECTOR: Forest Farnum
Superintendent of Schools
Franklin Northeast Supervisory Union
Richford, Vermont 05476

APPLICANT ORGANIZATION: Franklin Northeast Supervisory Union

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $303,720

DURATION: March 1971 through February 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Plans call for a project director who will report to the superintendent. The project director will work cooperatively with and through the school principals in planning and conducting the project. The project director will function with the aid of the advisory committee and a staff committee and be responsible for liaison with them. Each commercial enterprise which the Union begins to operate will have a manager who will be responsible to the project director.

II. Program Design

The Integrated Vocational Education Program will be conducted in a rural area of Vermont presently not served by an area vocational center. Occupational orientation, exploration, and vocational education will be integrated into subjects at all grade levels, K-12. Cooperative work experience and the lease or purchase of at least one, and possibly four, business enterprises will provide practical experiences in the world of work. Responsibility for job placement will be assumed by the staff.

III. Program Components

A. Occupational Orientation -- Broad occupational orientation is designed for students at all grade levels. Role playing situations, visitations by speakers and opportunities for individual exploration through reading, audiovisual material, simulated work activities and dial access retrieval systems are among the planned activities. A review process will be devised to determine the validity of information being presented year after year. A teaching activity bank of occupational materials and lesson plans will be developed and be made available to all teachers in each curricular area.

B. Cooperative Education -- Vocational cooperative programs will be established at the senior high school level with the development of new opportunities for work experience and cooperative education in several occupational areas. One staff person will contact a wide variety of business, industrial, professional and other agencies in the area to identify, promote, and nurture job placement opportunities. Such practical work experiences are characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and the recognition of the educational values of such work experience by the awarding of formal credit. The Union plans to operate one, possibly four, commercial enterprises for this educational purpose.

C. Intensive Job Entry Skill Training -- Dropouts will be specifically identified and causes will be pinpointed in order that preventive and remedial programs can be planned. Implementation will then be promoted.

D. Occupational Guidance, Counseling, and Placement -- Guidance, testing, and talent identification programs will be instituted in order to bring together the elements of interest, attitudes and aptitudes in career decision-making. Group guidance activities will be developed for decision-making and individual development related to the world of work. Assistance will be given for all students providing equal opportunity in planning career objectives with emphasis on planned successes in the world of work for non-college bound as well as college bound students. Personnel will work with the student to give him a better image of himself. Placement of students at whatever level they leave the school system is an accepted responsibility.

IV. Unique Features

A. Commercial enterprises operated by the school Union for educational purposes.

STATE: Virginia

TITLE OF PROJECT AND PROJECT NUMBER: Dilenowisco Four I's Project (Intervention Introduction Investigation Involvement) 0-361-0050

DIRECTOR: Benny Coxton
P. O. Box 1006
Wise, Virginia 24293

APPLICANT ORGANIZATION: Dilenowisco Educational Cooperative

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $371,217

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The program will be administered by the Dilenowisco Educational Cooperative Board (composed of five school board members representing each of the five member school divisions and five superintendents), with the Wise County School Board as fiscal agent. The executive director of the Cooperative will be responsible for overall administration of this program including financial management, personnel management, and overall supervision. He will employ a qualified project director.

II. Program Design

Objectives are designed to intervene in the lives of youngsters who are potential dropouts by introducing them to a broad range of occupational areas and by enabling them to become involved in actual work and learning experiences.

Current occupational information would be presented on some 200 occupations available locally or regionally via modern media and materials. Manipulative skills would be provided with a "cycling" system. Intensive guidance and counseling would be provided, as well as off-the-job speakers and on-the-job visitations. Students will be transported from several surrounding schools to a county vocational school where they will be given prevocational activities and vocational skill training.

III. Program Components

A. Occupational Orientation -- This project will provide a 3-year program of broad occupational orientation (200 occupational fields) to selected elementary and secondary students. The Appalachian Educational Laboratory Vocational Guidance Program will be adapted for use in this project.

B. Cooperative Education -- The project will provide simulated work experience opportunities for selected elementary and secondary students in a wide variety of offerings with a work-adjustment coordinator providing feedback information to teachers, counselors, principals, and parents for use in their efforts in counseling, curriculum adjustment, and parental guidance. Priority will be given to forty highly dropout prone students for actual on-the-job training.

C. Intensive Job Entry Skill Training -- Selected students will be provided prevocational training in job entry skills in at least two areas prior to the time they leave school. Classes will be scheduled on an age basis as opposed to grade level basis. For some students, an academic component will be provided which will utilize an integrated laboratory approach and a team of teachers representing the vocational area, the guidance counselor and the academic teachers.

D. Occupational Guidance, Counseling, and Placement -- The guidance counselor will coordinate the efforts of the project director, the work-adjustment coordinator, the principal, teachers, aides, and parents by arranging individual and group guidance experiences for the child, opportunities for on-the-job visits, and opportunities to talk with skilled, semi-skilled, and unskilled workers. In addition, commitment is made to the placement of all students at the completion of the program.

IV. Unique Features

A. The sharing of facilities and equipment so as to maximize the delivery of career development activities to students in rural areas.

B. Team-teaching efforts at integrating the vocational goals of a student with academic learning.

STATE:	Washington
TITLE OF PROJECT AND PROJECT NUMBER:	Central Area Schools Occupational Development Program 0-361-0168
DIRECTOR:	Richard C. Hunter Assistant Superintendent Seattle Public Schools 1000 Turner Way East Seattle, Washington 98102
APPLICANT ORGANIZATION:	Seattle Public School System
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$351,223
DURATION:	December 1970 through December 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The principals of the high school and middle school will be responsible for program elements in their schools. The high school will operate on dual campuses, although one will be designated as the center for science and technology. The associate principal in charge of this campus will be responsible for the administration of the vocational education program. Five staff members will report to him. The associate principal responsible for 7th and 8th grade levels will have line responsibility for the development of occupational orientation at that level. Two additional staff members will report to him.

II. Program Design

This project is part of a comprehensive proposal developed by the Central Area Schools, a decentralized component of the Seattle School District, in conjunction with the community and approved by the Seattle Schools' Board of Education. The general plan of this project is to establish an occupational development program extending from the 5th grade through the 12th grade so that every student will complete high school with a marketable skill. Students will receive orientation to a wide variety of occupations beginning in the 5th grade, and emphasis will be placed on occupational orientation through the middle school level. Initially four occupational programs will be offered in Garfield High School, and each student will be required to develop a skill in one or more areas. The Curriculum Development Specialist will design curriculum supplements in all skill areas to assure employability.

III. Program Components

A. Occupational Orientation -- Career-oriented education in the 5th grade expands on the 4th grade study of regional-related careers and includes activities such as listing jobs that require certain personality traits and role playing. Sixth grade activities include an interest inventory, interviews with school workers, and reports on specific occupational fields.

B. Cooperative Education -- Facilities, such as restaurants and service stations, will be leased by the university and these will serve as an instructional area and a cooperative work situation. This program will be available to students enrolled in the food service course in Garfield High School. Other applicable operations will be added. Work experience is presently provided for students as part of their high school program. Emphasis will be placed on providing part-time and summer jobs related to the occupation for which the student is preparing.

C. Intensive Job Entry Skill Training -- Students not previously enrolled in vocational programs will have the opportunity to enroll in short-term intensive courses prior to leaving school. Students can attend the class either during their "service" period or after school, depending upon whether or not the facilities are available during after-school hours. A one-day orientation program will be held for participants to give them an overview of the objectives and procedures.

D. Occupational Guidance, Counseling, and Placement -- Vocational guidance counselors in the middle and high schools will pre-sell the available programs to incoming high school students and transfer students not previously acquainted with the vocational programs. Individual counseling and guidance in the middle school will help the student to identify his major talent. A job placement coordinator in the work experience department of Garfield High School will provide alternatives to graduating students including placement, additional full-time education, the availability of part-time work while attending school, and placement in apprenticeship programs in various craft unions.

IV. Unique Features

A. Model Cities coordination

B. Integrated curriculums in junior high

C. Work opportunity centers in the community

STATE: West Virginia

TITLE OF PROJECT AND PROJECT NUMBER:
Improving a Rural Area School Program with
Expanded Vocational Education Services
by Utilizing Comprehensive Career Orientation
and Exemplary Activities 0-361-0170

DIRECTOR:
Herbert Holstein
Director of Vocational Education
Lincoln County Schools
P.O. Box 437
Hamlin, West Virginia 25523

APPLICANT ORGANIZATION: Lincoln County Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $330,238

DURATION: January 1971 through December 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The project director will be responsible for directing the staff and coordinating activities with principals of participating schools. He will report to the superintendent of schools. A project advisory committee will assist with the implementation and evaluation of the project.

II. Program Design

The project will supplement an expanded program of vocational education being planned for an area vocational facility to begin in Lincoln County in the summer of 1971. A total concept of occupational education beginning in grade 1 with career awareness through skill development and job placement in grade 12 will be implemented. Academic and vocational education aspects will be blended into the curriculum at all grade levels. Concentrated inservice training accompanied by continuous professional development activities will serve as the vehicle for involvement of educational personnel.

III. Program Components

A. Occupational Orientation -- Students in grades 1-6 will be provided with occupational information to make them aware of the meaning of work. These career awareness activities will be incorporated in the social studies curriculum. Students in grades 7-8 will begin a career orientation program by studying occupational clusters across content areas. The entire curriculum in grades 7-8 will be integrated around career orientation. Also, two hours per week for 7th graders and three hours per week for 8th graders will be used in studying selected occupational clusters.

B. Cooperative Education -- In grades 11-12, work stations will be provided in business and industry with related studies in the high school.

C. Intensive Job Entry Skill Training -- Each student leaving school will be provided the opportunity for appropriate training to develop job entry skills. Intensive summer programs will be offered.

D. Occupational Guidance, Counseling, and Placement -- Career exploration activities will be provided in grades 9-10 which will enable students to make realistic occupational choices. "Hands on" experience in various occupational fields will be offered at the new county center. Provision will be made for intensive guidance for potential dropouts, dropouts, and high school graduates who have not acquired salable skills. This may be provided in summer classes or at other times during the year. Initial placement of all students will be made at the completion of their schooling. Student and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination.

IV. Unique Features

A. Incorporation of vocational aspects into academic curriculum.

B. Parent participation in conferences and counseling sessions.

C. Special summer exploratory program and intensified job preparation program at the vocational center for students from a high school located in a remote area of the county.

D. Mobile unit to deliver materials and equipment from the Lincoln County Demonstration Center to all schools in the county.

E. Flexible "package" program of skill development through intensified occupational guidance, counseling and job placement.

F. Teachers, school administrators, community leaders, employers, parents, and students involved in effecting change.

STATE:	Wisconsin
TITLE OF PROJECT AND PROJECT NUMBER:	Articulation of Occupational Orientation Education, and Placement in Private and Public Elementary, Secondary and Postsecondary Schools 1-361-0166
DIRECTOR:	Charles Bingner Board of Vocational, Technical and Adult Education District 11 933 Erie Avenue Sheboygan, Wisconsin 53081
APPLICANT ORGANIZATION:	Sheboygan Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$364,773
DURATION:	February 1971 through January 1974

DESCRIPTION OF PROGRAM:

I. Administrative Structure

A joint committee composed of all public and private school administrators, employment agency administrators, industrial management personnel, and labor leaders will analyze and implement the objectives of the project. The project director will organize the program within the approved structure and will report to a steering committee, which is an appointed group from the joint committee that is charged with the continued operation and proper functioning of the total program.

II. Program Design

Project will represent an articulated K-14 program of occupational orientation, education, and placement in elementary, secondary and postsecondary schools. The first year operational setting will include 16 elementary schools, three junior high schools, and two senior high schools.

III. Program Components

A. Occupational Orientation -- A career guidance mobile unit will be used by all grade levels and a K-14 curriculum in occupational orientation will be established. Junior high counselors will be included in a special summer orientation program in which they will receive up-to-date information on vocational curriculum and job openings. A multi-media guidance laboratory will serve those schools without counselors in grades 7, 8, and 9. In addition, students in these grades who should benefit from vocational education will be identified through group counseling, school records, and survey instruments.

B. Cooperative Education -- Secondary programs in cooperative education are available in office occupations, food service, drafting, distributive education, and industrial metals. Postsecondary programs include machine tool; practical nursing; medical, dental and optometric assistance; and electronic servicing.

C. Intensive Job Entry Skill Training -- Short unit training programs will be established in such areas as checker-cashier, nursing assistance, service station attendant, child care, and store clerk. In addition, an early release program will be expanded throughout the district for students to work in industry; and specialized, intensified work experience programs will be developed for disadvantaged students.

D. Occupational Guidance, Counseling, and Placement -- Intensive counseling will be provided beginning in grade 11, and a "workers on call" program will be implemented to give these students direct access to persons employed in their specific field of interest. Existing student placement services in the technical institute will be extended to serve secondary level students; and placement centers will be developed within all schools.

IV. Unique Features

A. A joint philosophical statement of mission will be developed between the public schools and postsecondary schools.

B. Development of articulated curriculum in vocational education from K-14.

STATE: Wyoming

TITLE OF PROJECT AND PROJECT NUMBER: The Development and Demonstration of a Functional Model System of Occupational Education for Wyoming Public Education K-14 0-361-0023

DIRECTOR:
Paul Sizemore
Director of Exemplary Curriculum
Occupational Education Division
Capitol Building
Cheyenne, Wyoming 82001

APPLICANT ORGANIZATION: Wyoming State Department of Public Instruction and State Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $311,823

DURATION OF PROGRAM: August 1970 through July 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project Coordinators are the Assistant Superintendent for Instructional Services of the State Department of Education; the Director of Occupational Education of the State Department of Education; and, the Exemplary project director of the State Department of Education.

II. Program Design

The program will provide development of curriculum, instructional materials, and teaching procedures, in-service training, and implementation of a functional occupational education program model in one geographic location having an established K-14 curriculum.

III. Program Components

A. Occupational Orientation -- An elementary world of work attitude program K-6 will be launched. Curriculum materials are being developed using the existing curriculum. Attitude program exposure will be given other levels. Seventh and 8th grade students will be provided with information concerning job preparation and job interests. Wyoming Occupational Resource Kits (W.O.R.K.) will be developed to supply information on jobs so that students will be able to discuss these with their parents, and to develop a background of occupational information.

B. Cooperative Education Cooperative education will be provided students in grades 11 through 14 as a vital part of student career preparation.

C. Intensive Job Entry Skill Training -- Students without previous skill training will receive this type of training. Counselors will assist these students to evaluate their qualifications and abilities in terms of job opportunities and will develop strategies for making use of school and community resources in promoting the career development of these students.

D. Occupational Guidance, Counseling, and Placement -- Counselors will administer occupational interest and ability tests and provide individual counseling. Employment Security Service counselors will assist school counselors in placing students in jobs, in a two year postsecondary institution, or in a four year college program. As part of the placement function, counselors will provide supportive and followup services to the students.

IV. Unique Features

A. Emphasis on individualized instruction.

B. Development of continuous progress through learning activity packages.

C. Cross articulation (inter-disciplinary approach).

D. Multi-media approach.

E. Partnership between the State Department of Education, Central Wyoming Community College, and School District #25 at Riverton, Wyoming.

STATE: District of Columbia

TITLE OF PROJECT AND PROJECT NUMBER: Implementing a K-12 Career Development Program in the District of Columbia
0-361-0137

DIRECTOR: Paul E. Cawein
415 Twelfth Street, NW
Washington, D. C. 20004

APPLICANT ORGANIZATION: The Public Schools of the District of Columbia

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $309,749

DURATION: June 1970 through June 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The career development program will be administered by the director of implementation under the immediate supervision of the Deputy Superintendent for Instruction. The director will initially be assisted by three assistants, one for each level of instruction: elementary, junior high, and high school.

II. Program Design

The Public Schools of the District of Columbia have begun a 5-year plan for the decentralization of staff development and curriculum development personnel into Instructional Service Units. The first of the new instructional units, the Spingarn High School area and its feeder schools, will be the mechanism for facilitating the implementation of the New Career Development Program in all D. C. schools over the coming 5-year period. The program will eventually be phased in as an integral part of education for all students at all levels of instruction and will include the establishment of "career foundations" at the elementary level, "survey and exploration" at the junior high level, and "career exploration and preparation" at the high school level. The cluster concept will be utilized in the introduction and exploration of careers.

III. Program Elements

A. Occupational Orientation -- The elementary program will include the introduction of such economic concepts as scarcity, specialization, division of labor and market mechanisms, and the study of technology including tools, simple machinery, and instruments. Creative manipulative activities will be established to aid in the continued integration of these activities into all curriculum areas. The junior high program will emphasize the exploration of ability, aptitudes, and interests in terms of the full range of career opportunities. Ninth grade students will be able to schedule time in one or more of the career clusters for exploratory work.

B. Cooperative Education -- Student time will be divided between the area high school and a Career Development Center. Assignment to the center will vary with the individual learning objective of the student. Cooperative programs will be expanded in business, industry and government.

C. Intensive Job Entry Skill Training -- The time spent by the student at the Career Development Center will be flexible so that he would have the option of pursuing the development of skills at his own pace and be provided placement in a job as soon as entry level skills were acquired.

D. Occupational Guidance, Counseling, and Placement -- The project will expand occupational guidance and counseling services and will establish cooperative relations with District and metropolitan employment services, manpower agencies, etc., for the initial placement of all students at the completion of schooling.

IV. Unique Features

A. Long-range plans for the redirection of the total D. C. school program to the career development concept.

TERRITORY: Trust Territory of the Pacific Islands

TITLE OF PROJECT AND PROJECT NUMBER: Trust Territory of the Pacific Islands Industrial Vocational Education Curriculum Orientation and Development Project (V-161-175)

APPLICANT ORGANIZATION: U. S. Trust Territory of the Pacific Islands, Department of Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $ 5,014

DURATION: April 1, 1971 to June 29, 1971

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Division of Vocational and Higher Education of the U. S. Trust Territory Department of Education will contract the project out to the Ponape Agriculture and Trade School (PATS). The Department of Education will have direct control of the project through the project director, who is an administrator/instructor at the PATS schools, to manage and operate the project. The Coordinator of Vocational Education will be the coordinating agent between the Division of Vocational Education, and Higher Education Learning of the U. S. Trust Territory Department of Education and PATS.

II. Program Design

The project consists of a workshop involving conference periods with project participants, PATS staff, and Headquarters Education personnel. Observation periods of the various shops on the PATS campus will also be scheduled during the conference.

III. Program Components

The project will bring district directors of education and the principals of the secondary schools of the Trust Territory together to acquaint them with the vocational curriculum of the Ponape Agriculture and Trade School which is a private school preparing secondary students to meet the manpower needs of the Trust Territory. The school staff will present their curriculum to the members of the project and will assist them to develop similar curricula for each participant's individual school. In addition, the conference will develop overall objectives and goals which will provide specific direction to all public schools in the Territory concerning vocational education. Ideas will also be exchanged among participants concerning teaching and administrative methods.

IV. Unique Features

Use of a conference method for developing vocational program, curriculum, and planning expertise for administrators and principals of all secondary schools in an area which is just beginning to develop a vocational education emphasis.

STATE: Puerto Rico

TITLE OF PROJECT AND PROJECT NUMBER: Carolina School District Sequential Approach to Career Orientation and Preparation 0-361-0164

DIRECTOR:
Mrs. Gladys Sanchez
Guidance Counselor, Vocational and Technical Education
Department of Education
Calaf and Cesar Ganzalez Streets
Hato Rey, Puerto Rico 00919

APPLICANT ORGANIZATION: Commonwealth Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $513,627

DURATION: October 1970 through September 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

Project director serves a liaison function between the Commonwealth Board and Carolina School District. The project director will supervise two coordinators, who are responsible for operational aspects (including development of a cooperative program); media center personnel who develop materials for project; project placement coordinator; and nine counselors. Two advisory groups will work with the counselors. Consultants will be used for 58 days.

II. Program Design

Purpose of program is to provide young people with school and work experiences that will enable them to adapt to the rapid economic growth of the Commonwealth. Students in the 5th grade (eventually down to 3rd grade) will be exposed to the world of work. In junior high emphasis will be given to construction and manufacturing fields. In senior high, the emphasis is on counseling and guidance. "Crash" programs to prepare students with entry level skills will be developed. Other elements are a bilingual business occupations curriculum, a basic culinary arts program, use of cooperative programs and services of a placement team.

III. Program Components

A. Occupational Orientation -- Training programs will be held for elementary teachers for world of work orientation.

Beginning in 5th grade, students will become acquainted with the world of work through instruction, visits to industries and the area vocational school. In junior high schools, "The World of Construction" will be introduced. In senior high a course in basic culinary arts will be introduced.

B. Cooperative Education -- Coordinator will work with industry to set up student work stations. Senior high and post-secondary students will participate for one year.

C. Intensive Job Entry Skill Training -- Provisions will be made for a student to enter a "crash program" for developing entry level skills at the Miguel School.

D. Occupational Guidance, Counseling, and Placement -- A task force will develop strategy for placing students with entry level skills in the labor force. A coordinator will work with schools in solving placement problems. Intensive testing, guidance and counseling procedures will be instituted in senior high school.

IV. Unique Features

A. Bilingual business occupations program.

STATE: Puerto Rico

TITLE OF PROJECT AND PROJECT NUMBER: Research and Development Project in Career Education; V261050L

DIRECTOR: Mrs. Gladys Sanchez
Director, Guidance and Counseling
Department of Education
Box 759
Hato Rey, Puerto Rico 00919

APPLICANT ORGANIZATION: Commonwealth Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $99,461

DURATION: May 1972 - November 1973

SITE INFORMATION:

The city of Humacao in Puerto Rico is developing and demonstrating career education components. Discretionary Part D funds are being used in conjunction with special FY 1972 funds under Section 131(a) of Part C. Humacao, like Puerto Rico in general, is becoming more urban than rural and more industrial than agricultural. It has a population of about 35,655. There is a small proportion of middle income families and a substantial number of families with incomes below poverty level. The city's economy includes a variety of manufacturing and construction industries as well as distribution and service occupations.

DESCRIPTION OF PROGRAM:

The local school district of the city of Humacao enrolls about 10,000 pupils in grades K-12. For purposes of the career education project, a complex of schools enrolling about 7,325 pupils has been identified as the project site. These schools include four elementary schools, five junior high schools and one senior high school. There are totals of 69 teachers and 2,044 students at the elementary level, 129 teachers, 1 counselor, and 3,348 students at the junior high level and 83 teachers, 1 counselor, and 1,933 students at the senior high level. The career education project in Humacao, Puerto Rico, will include the following components: an elementary component, a junior high school component, a guidance and counseling component, and a placement component. Each component is summarized below:

Elementary School Component: A career awareness coordinator will be employed to coordinate the entire effort at the elementary school level. The coordinator will make a search of research-related literature and ongoing elementary school career education projects; and will identify promising approaches, techniques, and materials for increasing the career awareness of elementary school pupils. The coordinator will select a committee composed of outstanding teachers from each grade level, K-6, and will work with these teachers in exploring potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary grades and in order to refocus the elementary subjects around the career development theme. A one-week workshop will be held for elementary teachers prior to program implementation during the 1972-73 school year.

Junior High Component: At the junior high school level, the program aims to help students know themselves better and to gain realistic knowledge of the world of work through career orientation and exploration activities. Two mobile units will serve as laboratories. Study areas will include wood, metal, electronics, drawing, general crafts, distribution and marketing, office, health, and food services. Demonstration, discussion and counseling techniques will serve to attain the objective of introducing the students to the world of work.

Guidance and Counseling Component: Twelve counselors will be employed to serve the elementary and junior high schools. During the summer all district counselors will be provided inservice training of six-weeks' duration. Counselors will be oriented toward emphasizing the placement of all youngsters. During the 1972-73 school year, the counselors will carry on a complete and articulated model of guidance and counseling at all grade levels, K-12. The model program will (1) be based on systems concepts, (2) define guidance criteria in terms of students' behavioral objectives, (3) stress program objectives which are realistic possibilities within the resources of the participating schools, and (4) provide for corrective feedback based on evaluation of the achievements of the program.

Placement Component: A placement service will be established in the senior high school. A placement officer, a paraprofessional, and a secretary will be employed to staff the placement service. The placement officer will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers and the local employment security agency. A current file of part-time and full-time job opportunities will be established and maintained. In June 1973, the placement service will make extensive efforts to insure that the highest possible percentage of students graduating from grade 12 are placed, either in a job or in further education. Based on its work with exiting students and on follow-through information regarding these students, the placement service will provide the school districts' curriculum committees with recommendations for needed revision and improvements in the educational program.

STATE:	American Samoa
TITLE OF PROJECT AND PROJECT NUMBER:	Research and Development Project in Career Education; V261048L
DIRECTOR:	Richard Reinhart Vocational Education Coordinator Department of Education Government of American Samoa Pago Pago, American Samoa 96920
APPLICANT ORGANIZATION:	Department of Education, American Samoa
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$7,089
DURATION:	February 1972 through February 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The Coordinator for Vocational Education will act as project director. Project staff will consist of a career awareness coordinator and a placement officer part-time and two full-time guidance counselors. Three high schools enrolling 1,800 students will participate in the program.

II. Program Design

The project basically will involve the development and implementation of a career guidance program enabling students to become aware of the options open to them in the world of work and a job placement service.

III. Program Components

A. Occupational Orientation -- The career awareness coordinator will coordinate the program at the secondary level and will identify and work with several outstanding teachers from each school to create interest and motivation in the program.

B. Occupational Guidance, Counseling, and Placement -- Two newly hired guidance counselors will assist full-time in the implementation of the program. Besides individualized career counseling, their duties will be to stress program objectives which are realistic in light of the participating schools. A placement officer will be employed on a half-time basis to work closely with the Career Awareness Coordinator and the guidance counselors. He will canvass potential employers and make extensive efforts to insure that the highest percentage of students are placed, either in part-time work, summer employment, full-time jobs, or in further education.

TERRITORY: Guam

TITLE OF PROJECT AND PROJECT NUMBER: Building Maintenance and Repairs -- Pre-Vocational; V161178

DIRECTOR:
Mr. Robert Ball
George Washington Junior High School
Agana, Guam 96910

APPLICANT ORGANIZATION:
Territorial Board of Control for Vocational Education
Government of Guam
Agana, Guam 96910

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $20,783

DURATION: January 1972 through January 1975

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The local project director will coordinate project activities, will develop the building maintenance and repair course content, and will teach the course. The Guam Industrial Education Association, the Associate Superintendent-Building and Grounds, and the Principal of the Guam Vocational and Technical School will serve as advisory groups to the project.

II. Program Design

Over-age junior high school boys will have an opportunity to participate in a pre-vocational building maintenance and repair course which would prepare them for a semi-skilled trade.

III. Program Components

Participating students will attend academic classes in mathematics, English, social studies, and science in the morning. In the afternoon they will attend the building maintenance and repair class for three class periods. Students will acquire a knowledge of the standard methods, materials, practices, and equipment used in various aspects of building maintenance. Successful students will also learn to read and work from blueprints, sketches, and other job descriptions used in building maintenance.

IV. Unique Features

The project will design a pre-vocational course especially suited to the educational needs and interests of over-age junior high school boys.

TERRITORY: Guam

TITLE OF PROJECT AND PROJECT NUMBER: Research and Development Project in Career Education; V261058L

DIRECTOR: Mr. Duane I. Pierce
Acting Associate Superintendent for Vocational Education
Guam Department of Education
Agana, Guam 96910

APPLICANT ORGANIZATION: Territorial Board for Vocational Education

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $3,986

DURATION: June 1972 through May 1974

SITE INFORMATION:

Guam is a small island in the North Pacific Ocean area comprising approximately 210 square miles. The island has a population of 86,929 persons (1970 census). Of this population, approximately 19,000 are military personnel and their dependents. Employment rose from 17,000 in 1960 to 25,000 in 1970, a 47 percent increase. About 25,000 of Guam's population are attending elementary and secondary schools. There are 23 elementary schools (K-6), five junior high schools (7-9), two senior high schools (10-12), one area vocational-technical school (10-14), and one university. For purposes of this project, five junior high schools have been identified as the project site with approximately 1,700 ninth graders participating. This project will complement efforts being undertaken with Part C, research and development funds.

DESCRIPTION OF PROGRAM:

Junior High Guidance and Counseling Component: This territory intends to establish its Part C demonstration, testing, and development site in a Mobile Career Guidance Laboratory to serve initially all ninth grade students at five junior high schools on a rotating schedule. As there is presently a minimal vocational guidance and counseling program in the school system, (none in the junior high schools) the initial objective of the Division of Vocational Education is to establish this program immediately in their efforts to develop a comprehensive career education plan K-12. Because of the number of students involved in five separate schools, a traveling career guidance, counseling and testing laboratory can best serve initially to give these students meaningful career orientation and counseling help. This will enhance their entry into high school occupational programs the following year at the grade 10 level.

STATE: Virgin Islands

TITLE OF PROJECT AND PROJECT NUMBER: Research and Development Project in Career Education V261051L

DIRECTOR:
Mr. Wilburn Smith
State Director of Vocational Education
Department of Education
Box 630
Charlotte Amalie,
St. Thomas, Virgin Islands 00801

APPLICANT ORGANIZATION: Department of Education, U.S. Virgin Islands

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $10,547

DURATION: February 1972 through August 1973

DESCRIPTION OF PROGRAM:

I. Administrative Structure

The State Director for Vocational Education will be responsible for overall administration of the project. A project coordinator will direct the program and work with consultants, teachers, and counselors in the St. Thomas school district.

II. Program Design

A complex of schools on the island of St. Thomas, serving about 2,600 students will be the project site. A plan for implementation will be designed and carried out in three elementary and two junior high schools in that area. The program will develop awareness in elementary students of the broad range of career opportunities available to them and will increase, at the junior high level, the range of career orientation experiences as well as students' awareness of opportunities for vocational education.

III. Program Components

A. Occupational Orientation -- For the elementary and junior high school levels, the project will contract a qualified consultant team to assist in the development. Subsequently, a committee composed of elementary teachers and counselors will be established.

Virgin Islands

Objectives, approaches, techniques, and materials will be identified and utilized in all phases of the program. A one-week inservice workshop is to be held for teachers and counselors with others to follow throughout the length of the project. Preparation relative to the revision of the elementary and secondary school curriculums to include career awareness experiences will be effected. The program will be implemented in the selected schools during 1972-73.